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REPLICATION OF "UNRAVELING JUVENILE DELINQUENCY" IN PUERTO RICO.

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THE 1ST YEAR OF A 5- TO 6-YEAR PROJECT TO REPLICATE A BOSTON STUDY OF JUVENILE DELINQUENCY IN PUERTO RICO WAS REPORTED. THIS FINAL REPORT COVERS ONLY THE PILOT PHASE OF THE PROJECT. THE PROBLEM ON WHICH THE RESEARCH IS FOCUSED IS TO DETERMINE WHICH OF THE FINDINGS OF "UNRAVELING JUVENILE DELINQUENCY," AS THE STARTING POINT FOR THE PUERTO RICAN INVESTIGATION, WOULD TURN OUT TO BE ESSENTIALLY SIMILAR FOR THE SAN JUAN AND THE ORIGINAL BOSTON STUDIES. THE AIM IS NOT MERELY TO ANALYZE THE SIMILARITIES AND DIFFERENCES OF THE TWO STUDIES, BUT TO DRAW THEREFROM--IMPLICATIONS FOR CRIMINOLOGICAL INVESTIGATIONS, GENERALLY, AS WELL AS CONSTRUCTIVE MODIFICATIONS OF EXISTING EDUCATIONAL, WELFARE, AND FAMILY-GUIDANCE PRACTICES IN PUERTO RICO. DURING THE 1ST YEAR'S ACTIVITY, THE TECHNIQUES ORIGINALLY USED IN THE BOSTON STUDY HAVE BEEN LARGELY ADAPTED TO THE INVESTIGATIVE NEEDS OF THE SAN JUAN PROJECT. DATA GATHERING TECHNIQUES AND METHODS OF INVESTIGATION HAVE BEEN PERFECTED TO FACILITATE THE ASSEMBLING OF COMPARABLE INFORMATION ON A POPULATION SAMPLE IN SAN JUAN, PUERTO RICO. (TC)

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**Cooperative Research Project**

**No. 3017**

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IN PUERTO RICO**

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**1966**

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## REPLICATION OF UNRAVELING JUVENILE DELINQUENCY IN PUERTO RICO

In presenting this "Final Report" it should be pointed out that, at the end of a pilot year of a project designed to extend for 5 to 6 years, it is not possible to do more than reflect the year's experiences in setting up the project to replicate Unraveling Juvenile Delinquency<sup>1]</sup> in Puerto Rico, and to attach any schedules and forms developed in the course of the year's experimentation with 30 cases of delinquents. It should be noted that the schedules and forms are not necessarily in their final format but have evolved to the present stage in the process of establishing details of the coming project and of resolving procedural difficulties.

### Problem on Which the Research was Focused

The work outlined for the initial year of the projected long-term project involved certain preliminary activities designed to launch the general research program. The first year was to be a pilot enterprise: the necessary research personnel would be assembled; cooperative relationships with officials of schools, juvenile courts, and social agencies in Puerto Rico would be established; statistical schedules for the various examinations were to be devised, edited, and translated into Spanish; the routine of examinations and tests would be established; and other preliminaries to the research program were to be worked out.

<sup>1]</sup> Sheldon and Eleanor T. Glueck, Cambridge, Mass., Harvard University Press - The Commonwealth Fund, 1950.

These preparations were to be tested on a sample of about 30 cases, so that the entire project would have the benefit of the first year's pilot activities.

The proposed work for the first year has been carried out as planned, with the exception of somatotyping of the subjects, for which permission from the appropriate court authority has not yet been obtained. Examinations of 30 delinquent boys have been completed, providing sufficient experience to enable the workers to make any necessary revisions to the schedules and to proceed efficiently with the rest of the projected program. In this report, the emphasis is on the total project as the context within which the first year's activities can best be understood.

The problem on which the research is focused is to determine which of the findings of Unraveling Juvenile Delinquency--as the starting point for the Puerto Rican investigation--would turn out to be essentially similar for the San Juan and the original Boston studies. The aim is not merely to analyze the similarities and differences of the two studies, but to draw therefrom implications for criminological investigations generally as well as constructive modifications of existing educational, welfare, and family-guidance practices in Puerto Rico. The socioeconomic and cultural differences between Boston and San Juan, and certain technical developments in medical, psychological, and psychiatric diagnosis, must be taken into account in this comparison.

Involved in the basic research problem is the need of adapting the techniques originally used in the Boston study to the investigative needs of the San Juan project, and this has largely been accomplished during this first year's pilot activity. Also, it is highly desirable that the definitions of individual personality traits and sociocultural factors as used in Unraveling be followed in the San Juan investigation whenever feasible, so that, when the results are finally tabulated and compared with those of the original Boston study, it can reasonably be said that the outcomes are not pseudofindings attributable to variations in fundamental definitions and concepts.

#### Objectives and/or Hypotheses

The objectives of the total San Juan investigation are twofold and may be summarized as follows.

- (a) To determine which of the personal and situational findings of the original study, Unraveling, are sufficiently similar in the San Juan investigation as to yield criminological "constants," and thereby to advance the discipline of criminology as well as social research in general; and (b) to discover, assess, and integrate into workable programs any "clues" from both Unraveling and the San Juan research of value

in improving educational practices, parent-child relationships, and basic welfare programs of crime prevention.

The plan is to carry out a study of the etiology of juvenile delinquency in San Juan, therefore, following the pattern set in Unraveling of using a multidisciplinary approach and to base an ultimate preventive program on interdisciplinary conclusions. The behavior called "delinquency" can be caused by a number of factors which range through a broad spectrum of variables traditionally associated with a number of disciplines. No single theory and no single factor has been demonstrated as a final cause of delinquency. The differential causative weight of the different factors, their interchangeable interlocking, their interaction, remain to be assessed before any reasonable preventive and treatment action can be taken.

The immediate objectives of this pilot year have been the perfecting of techniques of data-gathering and the testing out of methods of investigation used in the Greater Boston study on a population sample in San Juan, Puerto Rico, in order to facilitate the assembling of comparable information.

#### Related Research

As to related research in general, several noncultural studies have recently appeared in criminological literature. A recent

meeting (1964) was held at the Menninger Clinic by The World Federation of Mental Health on juvenile delinquency in a cross-cultural perspective. However, no study has been published--or, to our knowledge, is underway--which encompasses the broad range of variables included in the San Juan project. Also, the small size of Puerto Rico and the wealth of sociological, ethnological and economic data--from previous or parallel studies--available for the Island make the site of the investigation very convenient. Criminal statistics, although far from perfect, are adequate for our purposes. The juvenile court system is, by and large, similar to the American one.

We are convinced from our many years of research in the fields of juvenile and adult delinquency that the many-faceted approach of Unraveling Juvenile Delinquency, duplicated in another culture on substantial numbers of delinquents and matched nondelinquents, will add much to a better understanding of the etiology of maladjustment in children. It should be fruitful, also, in suggesting promising methods of prevention and therapy, both individual and community-wide, including those involving the reorientation of school curricula and teacher training to meet the needs of delinquent children, as well as methods of improving parent-child relationships. In this connection, it will, of course, be helpful to examine the

educational literature dealing with special problems of child guidance and parental involvements in and out of the classroom. We have already made a beginning on this work. An educational consultant has been attached to the project in Puerto Rico (and the addition of another is now being considered), who will go forward with this aspect of the research.

### Procedures

#### General Design

In the study, Unraveling Juvenile Delinquency, 500 adjudicated delinquents committed to a correctional school were compared with 500 nondelinquents. The two groups were matched by age, ethnic origin, intelligence, and place of residence. The projected research in San Juan is limited to 250 adjudicated delinquents and 250 nondelinquents. The San Juan delinquents, of the same persistent type of offender as were the boys of the Boston study, will be matched with the nondelinquents by age and place of residence. It is not planned to match them by intelligence. The elimination of the matching by intelligence should make it possible to study more intensively than in the original study the nuances of psychological differentiations between delinquents and nondelinquents.

In general, the research design of Unraveling is being

followed and will include:

1. an intensive social investigation of the family and personal background of the 250 delinquents and the 250 matched nondelinquents;
2. delinquency history;
3. psychiatric interview;
4. psychological testing;
5. general medical examination;
6. neurological examination; and
7. Rorschach test.

However, there are deletions from the original social history schedule, in keeping with the needs of the Puerto Rican social situation and, by the same token, certain additions. These and other modifications were necessary because, in the 20 years since the boys of Unraveling were initially examined, there have been many developments in diagnostic techniques that should help to shed light on the etiology of delinquency, thereby enriching the scope of the San Juan study. For example, in addition to the Wechsler Test, the Bender-Gestalt Test, and the Draw-a-Person Test, a new approach to the analysis of the Rorschach data based on content analysis is contemplated; and the original Rorschach protocols gathered in connection with Unraveling Juvenile Delinquency have been re-examined to see

how they might be made comparable with the Rorschach tests being applied in Puerto Rico. In addition, electroencephalography is being carried out. (At the time of the Unraveling study this technique was not sufficiently developed to warrant its inclusion.) As part of the medical examination, there is now being added a urinalysis and Wasserman and Kahn serological tests.

All the applicable schedules used in Unraveling are attached as Appendix B-1. The schedules developed for use in Puerto Rico are attached as Appendix B-2.

Population Sample

Adjudicated delinquents are being selected from the Juvenile Court of San Juan. The percentage of juvenile court cases not convicted is very low, since children do not usually appear in court until they present serious delinquency problems. The alphabetical Master Record File in the Juvenile Aid Division of the Police Department is maintained as active until juveniles reach age 18, and this file will be the source for case selection. The control group of nondelinquents will be selected from the public schools of San Juan, and each nondelinquent will be matched for age and residence in an area similar to that of the delinquent. The problem of matching by ethnic origin would be somewhat complicated in Puerto Rico because the

population--though not mixed as to country of origin--is mixed as regards color, ranging from Negroes to white Spanish, with a large segment of the population of mixed Negro and Spanish-Puerto Rican origin. A brief description of the Puerto Rican population is included as Appendix C. There is an excellent study available on the physical-anthropological makeup of the Puerto Rican population by Professor Frederick P. Thieme, The Puerto Rican Population: A Study in Human Biology (Ann Arbor, The University of Michigan, 1959). Concerning the juvenile delinquency statistics in Puerto Rico, two reports have been prepared by two specialists in the field, and one of these is included as Appendix D.

#### Data and Instrumentation

The plan for the first year called for a study of 30 delinquents in order to establish the necessary procedures and the content of the investigation. It is on the setting up of the research design, the selection of personnel and consultants, the smoothing of procedures and the trial-and-error gathering of data on all aspects of the research on 30 cases that the first year's work has been focused. It should be noted that these cases will not be incorporated into the study but have served merely as a basis for establishing the project in all its aspects.

Although much progress has been made during the initial year--for which part of the funds have been provided by the United States Office of Education so that we and some members of our staff might participate in the launching of the project--there remain a number of problems still to be resolved which will now be handled by the group at the University of Puerto Rico who are taking over full responsibility for management of the research.

Beginning with the second year of the project (October 1966), it is planned to examine 50 delinquents and 50 matched nondelinquents annually. With the exception of a Case Coordinator, all the clinicians associated with the project will fit the examinations of the boys into their regular working schedules. Some of these clinicians may prefer to concentrate the examinations of the 100 boys into a six-month period, while others will prefer to spread them over a twelve-month period. In any event, it is the Case Coordinator who will assume the responsibility for selecting the cases, matching them, and arranging for the appropriate examinations in accordance with the convenience of the particular clinician involved.

As already stated, the first year has been devoted to the working out of the techniques of the various investigations to make them as comparable as possible with those employed in the

parent study. Also, a beginning has been made in the gathering of the pertinent bibliographies and in a study of the socio-cultural makeup of the Puerto Rican population. From now on, a full quota of 100 cases annually for each of five years will be examined. In the sixth year, tabulations should be completed and analyzed and a beginning made on writing up the results. It is planned that each expert will be responsible for writing up his segment of the study under the supervision of Dr. Franco Ferracuti, in consultation with Sheldon and Eleanor Glueck. The introductory and concluding chapters of the report will be written by Professor and Mrs. Glueck in consultation with Dr. Ferracuti.

### Findings

The "findings" for the first year of the project can only be considered as preliminary. They stem from the analysis of the related parallel studies and from a "surface" scanning of the data available on our 30 subjects.

It seems evident, from comparison with parallel studies, that the statistical data of the official agencies are somewhat inadequate. The extent of unreported delinquency is very high. Delinquency seems to be inextricably interwoven with dropping out of school (see Appendix E) and seems to be very

frequently associated with the use of narcotics (see Appendix F). The child of a mobile, lower-class family drops out of school, and then, in a high proportion of cases, becomes a drug addict, or a delinquent, or both.

Such a child presents serious medical and psychological handicaps, and is socially and mentally underprivileged. Based on the sample of 30 cases, the health of these adolescents can be considered "fair to good," while their intelligence levels were below normal on the average (only 11 of the 30 were classified as having normal or bright-normal intelligence). Further, electroencephalographic abnormalities were found in 14 of the 29 cases tested. The degree of parental rejection, although not serious, may in part be affected by these handicaps.

#### Implications for Education

Of the three levels of prevention (primary, secondary, tertiary) which--extrapolating from the World Health Organization's definitions--can be applied to juvenile delinquency, only the first one (primary prevention, i.e., before the delinquent act occurs) is of interest to us. It is at the early school level that adequate "spotting" of predelinquents can take place and treatment begun. This involves awareness on the part of school personnel of competent findings on the causes of delinquency, the provision in the school of adequate

medico-psychological services, comprehensive and cumulative social information on children, and, ideally, a "school clinic" system geared to the needs of a delinquency preventive program.

Such structures do not exist in the Island. Our findings may represent a determining factor in the Government decision to plan and establish them.

This study of delinquents and nondelinquents in Puerto Rico, built as it is on the parent research, Unraveling Juvenile Delinquency, has much promise not only as a means of arriving at some "universals" of crime causation, but also as furnishing a basis for much needed delinquency prevention programs in Puerto Rico.

Appendix A

PROJECT  
FOR FUNDAMENTAL CRIMINOLOGIC RESEARCH  
IN PUERTO RICO

SHELDON GLUECK\*

At the outset I wish to express the deep appreciation of Mrs. Glueck and myself to the Chancellor of the University of Puerto Rico, Mr. Jaime Bentez, for his most gracious and cordial invitation to visit this beautiful island and dynamic Commonwealth. We had, of course, heard of the warm climate of Puerto Rico but we had no idea of the great extent to which this warmth has been transformed into the warmth in the hearts of its citizens. We are most grateful for your cordial reception.

Our mission to Puerto Rico is to discuss a plan for what we conceive to be very important and highly promising research to be conducted under the auspices of your University and of representatives of the Law School of Harvard University. A few years ago, we had the pleasure of hearing an address by your honorable Governor, Luis Munoz-Marin, at an important commemorative meeting

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\*Dr. Glueck is Roscoe Pound Professor of Law, Emeritus, Law School of Harvard University. This paper was delivered as an address before the Faculties of social sciences, University of Puerto Rico, San Juan, Puerto Rico, October 14, 1964. Reprinted in "Community Mental Health Journal, Volume 1, Number 1, Spring, 1965.

of the New York City Youth Board; and we were greatly impressed by his statesmanship and forward-looking ideas respecting delinquency and crime. We hope that, with the blessings of your Government and your progressive University, it may be possible for us, as representatives of Harvard, to collaborate with scholars of the University of Puerto Rico in carrying on truly meaningful research in delinquency. We think it is fortunate that the staff of the newly created Program of Research and Training in Criminology are highly qualified for their job.

The project of the Program of Research and Training in Criminology which interests us particularly is a plan to replicate our basic research, reported on in a book called Unraveling Juvenile Delinquency (Glueck and Glueck, 1950). This work has twice been translated into Japanese and is about to appear in Spanish. A briefer version, called Delinquents in the Making (1952), has been translated into French, German, Italian, Japanese, and Urdu, the official language of Pakistan.

If the technique of Unraveling Juvenile Delinquency can be applied in San Juan, a major forward step will have been taken toward converting Criminology into a science; for one of the basic characteristics of a true science is repeatability. Another basic earmark of science is predictability. Both of these attributes are being sought in the research which we hope will be

established within the Program in Criminology in Puerto Rico.

### Approaches to Research in Criminology

Now, to speak generally, there are two approaches to criminologic research in the United States: The resort, exclusively, to some single discipline, such as Sociology or Psychiatry; or the resort to a multifaceted investigation. In all our researches, we have definitely preferred the latter approach; for it is no more likely that delinquent or criminal behavior is exclusively explainable by any single theory--whether it be sociologic or biologic--than that normal, conventional nondelinquent behavior, is. Yet certain American criminologists insist that only the sociologic approach should be used.

To develop further the typical points of view toward delinquency research, I should say that some researchers urge that it is absolutely indispensable for the investigator of etiology to set off on his precarious journey with some unilateral, all-embracing theory as his chart and compass. Otherwise, they insist, the result can only be "barren empiricism." Now there can, of course, be no quarrel with the suggestion that so far as possible researchers into the causes of delinquency should be guided by a theory; this is the familiar practice in the more exact pure sciences. However, a theory spun out of whole cloth, or one based on narrow, one-sided observations of limited factors, or one

deriving from parochial loyalty to any single discipline can, in the investigation of the roots of human behavior, misdirect rather than guide the quest for relevant influences. Etiologic research, even though not making an initial bow to some a priori theory, such as the well-known "differential association" theory stubbornly clung to by some sociologists, is certainly not useless and can, in fact, be less misguiding than adherence to some cloudy, abstract general theory which is presumed to "generate hypotheses" to be tested. The truth is that comprehensive etiologic research into facts is not an unanchored ship tossing about on stormy seas. That scientific genius, the biologist Thomas Huxley, has apropos given this sound advice: "Sit down before fact as a little child," he said; "be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you shall learn nothing." And the eminent Russian physiologist-psychologist, Ivan Pavlov, just before his death, made this observation: "Perfect as is the wing of a bird, it never could raise the bird up without resting on air. Facts are the air of a scientist. . . Without them your 'theories' are vain efforts." And the distinguished physiologist, Claude Bernard, laid down this safe rule to follow: "When you meet with a fact opposed to a prevailing theory, you should adhere to the fact and abandon the theory, even when the latter is supported by great authorities and generally adopted."

All one has to do is to compare the findings of a solid

multifaceted investigation into etiology with the findings derived from a generalized theory, to establish beyond doubt that, certainly up to now, the former yields more significant data for understanding, therapy and prevention of delinquency than the latter. Indeed, one may venture the opinion that, in the as yet very imperfect social "sciences," too great preoccupation with "proving" an assumedly all-embracing initial theory can misguide the investigator by influencing his choice of facts to fit into his preconceived and usually very abstract theoretical construct and inducing him to ignore or explain away clearly contradicting evidence.

Please do not misunderstand me. Mrs. Glueck and I have considerable respect for those social scientists who are striving to develop a coherent system of thought; what we object to is the attitude that has crept into the writings and doings of certain sociologists in positions of authority that is well expressed by the anecdote of the doting mother, who, when watching the regiment march by, exclaimed ecstatically, "Everyone is out of step except my son, Johnny." The history of Criminology, from the time of the precursors of Lombroso down to the modern proponents of favorite unilateral theories, amply proves that there is great risk in taking a premature stand on any single theory or fact as an "explanation" of delinquency.

Since delinquent behavior comprises the conduct of human beings in the intimate setting of family life and in the more extended environments of school, playground, and neighborhood, it seems highly probable that an etiologic investigation, to deal with the whole youth in his setting, should embrace both individual somatic, neurologic, psychiatric and intellectual influences, and social relationships, such as parent-child, sibling, and companionate data. It is this policy, rather than motivation by the desire to prove or disprove any general all-embracing theory or special pre-existent hypothesis, that guided Mrs. Glueck and me in planning and directing a multifaceted, yet philosophically unified, investigation into the roots of criminalism in childhood. In working on Unraveling Juvenile Delinquency we had the assistance of a considerable staff, consisting of a physician and psychiatrist, two physical anthropologists, several psychologists, several social workers, and a statistician. To minimize the chance of one specialist "reading in" data obtained by another, we arranged that no worker should be shown the results of the investigation by another; we did not, for example, want the psychiatrist amazingly to pull out of the magician's silk hat the white rabbit previously put in there by the social investigator.

### Unraveling Juvenile Delinquency

The design of our investigation consisted of a comparison of 500 persistent delinquent boys with 500 nondelinquent boys. The youths ranged in age from 11 to 17, with a mean of about 14½ years. The two groups were essentially matched at the outset, pair by pair, in respect to age, ethnic derivation (an Italian delinquent with an Italian nondelinquent; an Irish offender with an Irish non-offender, etc.), general intelligence (I.Q.), and residence in economically and culturally underprivileged areas of Greater Boston. Having matched the boys (and this entailed preliminary examination of several thousand before the matching could be completed), we entered upon a detailed comparison of the two sets of boys at the following levels of inquiry: Family life, school grades and behavior, neighborhood activities, somatotype or physique, health, constituents of general intelligence, traits of temperament, personality, and character-structure. It is obvious that this design greatly reduced the danger of any one-sided explanation of the causes of juvenile delinquency and at the same time minimized the chance of being misled by those traits or social factors which, though found among the delinquents, turned out to be present in quite similar incidence among the nondelinquent control group.

Let me now give more specific details of this plan and its manner of execution:

As to family and personal backgrounds, we first sought as complete a picture as possible of the kinds of homes and the quality of family life from which the two groups of youths derived. This involved not only visits by trained social investigators to the homes, but the reconstruction and collation, from many recorded sources, of the history of delinquency and criminalism of the parents, grandparents, uncles, and aunts of the boys; also, the incidence of chronic alcoholism and mental defect or disorder and serious physical ailments among them, as well as their educational and economic status. The aim of this probing into the past was to determine the conditions under which the parents of the two groups of boys had themselves been reared, a state of affairs which must have influenced the attitudes, values and practices that the parents, in turn, brought to their own tasks of child-rearing.

The intellectual and emotional climates of the homes of the two sets of boys were also subjected to study. It turned out that probably the most explanatory and useful type of information derived was from the parent-child relationships, especially in terms of affection, discipline and family cohesiveness. These data, when applied by other investigators to other samples of cases in other localities and other ethnic groupings, have been found to have high predictive power in foretelling future delinquency at a very early age.

Poets and wise men long ago sensed the crucial role of parent-child relationships. For example, the great poet and philosopher of India, Rabindranath Tagore (1913) said:

Say of him what you please, but I know my child's failings.  
I do not love him because he is good, but because he is my child....

When I must punish him he becomes all the more a part of my being.

When I cause his tears to come my heart weeps with him.

I alone have a right to blame and punish, for he only may chastise who loves.

And along similar lines the Swiss scholar and writer, Henri F Amiel (1853) said: "Self-government with tenderness--here you have the condition of all authority over children;" and, again, "The mother represents goodness, providence, law; that is to say, the divinity, under that form of it which is accessible to childhood. The religion of a child depends on what its mother and its father are, and not on what they say."

So much for the role of affection. As to discipline, William Penn, the Quaker founder of the State of Pennsylvania, observed something hundreds of years ago that our research into family life has confirmed:

If thou wouldst be happy and easy in thy Family, above all things observe Discipline.

Everyone in it should know his Duty; and there should be a Time and Place for everything. . . .

But conceding the crucial matter of the family in which the two groups of boys had grown up, before any reasonably trustworthy

inferences could be drawn about why the family soil turned out to be poisonous in some cases and wholesome in others, an examination had to be made of the plants and the fruit.

First, a portion of the investigation dealt with the boys' habits and use of leisure, special attention being directed to the earliest signs of deviant, particularly antisocial, conduct. A detailed history of each boy's progress in school, as well as an assessment of the various forms of his misconduct and other maladjustments in the classroom, was obtained from teachers and records. Then the following investigations and tests were systematically carried out on the two sets of boys: An intensive study was made by trained anthropologists leading to the boys' classification into mesomorphic, ectomorphic and endomorphic somatotypes. A thorough medical examination was given (including childhood diseases and a neurologic checkup). A psychiatric interview was had with each boy; psychologists tested them to determine the constituents of their global intelligence, because despite the original matching, two persons having similar I.Q. can have quite varying specific intellectual qualities.

An inquiry was also made into their character structure and personality dynamics through the use of the Rorschach (ink-blot) projective test to supplement the psychiatric interview.

Full account of the various techniques employed is rendered in Unraveling Juvenile Delinquency.

The hundreds of traits and factors derived from these investigations, interviews, and tests were then set out in tabular form and compared statistically. Those which most markedly differentiated the delinquents as a group from the nondelinquent control group were isolated. It is, of course, impossible, in a single lecture, to do more than present an impression of the major distinguishing traits and factors; and I shall therefore give the following relatively brief summing up of the chief findings:

It will be observed that in drawing together the more significant threads of each area explored, we have not resorted to a theoretical explanation from the standpoint, exclusively, of any one discipline. It has seemed to us, at least at the present stage of our reflections upon the materials, that it is premature and misleading to give exclusive or even primary significance to any one of the avenues of interpretation. On the contrary, the evidence seems to point to the participation of forces from several areas and levels in channeling the persistent tendency to socially unacceptable behavior.

We are impelled to such a multidimensional interpretation because, without it, serious gaps appear. If we resort to an explanation exclusively in terms of somatic constitution, we leave unexplained why most persons of mesomorphic tendency do not commit crimes; and we further leave unexplained how bodily structure affects behavior. If we limit ourselves to a sociocultural explanation, we cannot ignore the fact that socio-cultural forces are selective; even in underprivileged areas most boys do not develop into persistent offenders. And, finally, if we limit our explanation to psychoanalytic theory, we fail to account for the fact that the great majority of nondelinquents, as well as of delinquents, show traits usually deemed unfavorable to sound character development, such as vague feelings of insecurity and feelings of not being wanted; the fact that many boys who live under conditions in which there is a dearth of parental warmth and understanding nevertheless remain nondelinquent; and the fact that some boys, under conditions unfavorable to the development of a wholesome superego, do not become delinquents but do become neurotics.

If, however, we take into account the dynamic interplay of these various levels and channels of influence, a tentative causal

formula or law<sup>1/</sup> emerges which tends to accommodate these puzzling divergencies so far as the great mass of delinquents is concerned:

The delinquents as a group are distinguishable from the nondelinquents: (1) physically, in being essentially mesomorphic in constitution (solid, closely knit, muscular); (2) temperamentally, in being restlessly energetic, impulsive, extroverted, aggressive, destructive (often sadistic)--traits which may be related more or less to the erratic growth pattern and its physiologic correlates or consequences; (3) in attitude, in being hostile, defiant, resentful, suspicious, stubborn, socially assertive, adventurous, unconventional, non-submissive to authority; (4) psychologically, in tending to direct and concrete--rather than symbolic--intellectual expression, and in being less methodical in their approach to problems; (5) socioculturally, in having been reared to a far greater extent than the control group in homes of little understanding, affection, stability, or moral fibre by parents usually unfit to be effective guides and protectors or (according to psychoanalytic theory) desirable sources of emulation in the construction of a consistent, well-balanced, and socially normal superego, during the early stages of character

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1/ "A law is important for science because it represents the achievement of one stage in this ordering [of natural phenomena]; it establishes a connection between a large number of previously disconnected observations. A law is the more important the more complete this achievement, the larger the number of observations which it connects, and the more 'orderly' the connection. The orderliness of a connection is to be judged primarily and ultimately by the intellectual satisfaction that it gives, for the attainment of intellectual satisfaction is the end of science as of all other branches of pure learning. But, as we know, science has another value which is not purely intellectual; it enables us to exercise some control over natural processes which affect our material comfort and convenience." N. R. Campbell, Physics: The Elements, Cambridge, England, Cambridge University Press, 1920, pp. 68-69, quoted by T. Sellin, Culture Conflict and Crime, Social Science Research Council, New York, 1939, pp. 5-6. On the question of control, see Chapter XX of the present work.

development....<sup>2/</sup>

In the exciting, stimulating, but little-controlled and culturally inconsistent environment of the underprivileged area, such boys readily give expression to their untamed impulses and their self-centered desires by means of various forms of delinquent behavior. Their tendencies toward uninhibited energy-expression are deeply anchored in soma and psyche and in the malformations of character during the first few years of life.

The "law" may have to be modified after more intensive, microscopic study of the atypical cases... "A scientific law must always be considered as a temporary statement of relationships. As knowledge increases this law may require modification. Even the natural sciences state all generalizations in terms of probability."<sup>3/</sup>

I have given this quotation from Unraveling to show the rich variety of influences found to be involved in comparing a large sample of urban delinquents with a large sample of non-delinquents, both groups from underprivileged areas. Such a study makes it apparent that the frequently debated question of

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<sup>2/</sup> By emphasizing inadequate superego development, we are taking account of the evidence which clearly shows a far lower incidence of affectional relationship and a far higher incidence of indifference and hostility to the boys among the parents of the delinquents. It is now quite generally accepted by psychoanalysts that the affectional relationship between parent and child during the first few years of life is of prime significance to proper superego development. One might also differentiate a group of delinquents who could be classified as having a well organized personality-character structure but among whom, because of the general antisocial atmosphere of the home, this development turned to criminalism, rather than law-abiding behavior as a legitimate and justifiable form of activity. There are many homes among the delinquents in which there has been a long family tradition of criminalism, beginning with the grandparents or earlier. In such families the contact with the police and courts on the part of a son was not a new experience which shocked the members of the family into a novel realization of the family's moral fortunes; therefore it could not be expected to bring about any fundamental, planful change of attitude and conduct. Familiarity with antisocial activity may gradually eliminate not only any deterrent influence of punishment but also any feeling that to commit crime is wrong.

<sup>3/</sup> Sellin, op. cit., p. 9.

whether any single factor or trait or subculture "causes" delinquency is unsound; for, given certain surrounding conditions--internal and external--a variety of syndromes can precipitate the same end-product of delinquency. In one class of cases, certain genetic or biologic influences predominate, in another certain sociocultural ones, in contributing the most weight to the dynamic pattern of external and internal forces which culminates in anti-social expression.

#### Variety of Causal Patterns

A fundamental sector of unfinished business in research into delinquency that calls for more immediate consideration than any preoccupation with some supposedly all-embracing theory is to substitute the concept of varied combinations of internal and external pressures for the notion of generality of causation. If the total weight of the pressures to antisocial behavior (whether these be, in any individual case, largely innate or largely acquired or learned) exceeds the total strength of internal inhibitory, and external deterrent forces, the person is very likely to commit crime. This total weight is made up of both the predisposing conditions and the precipitating, exciting or "trigger" influence. The famous straw that broke the camel's back could be effective only because the camel had already been overloaded to the breaking point.

The chief task of Criminology is, thus, to locate and define the foci of pressure and counterpressure that most frequently disturb the individual's balance vis a vis the social, cultural, religious, and legal commandments.

By substituting the concept of varied energy-pressure which can reach a point of antisocial discharge for insistence upon a certain specific theory or factor as explaining delinquency, one arrives at a conception of the varied patterns of etiologic influence and thus at a doctrine of cause-and-effect in harmony with the evidence. It is not alone "differential association" with persons already criminal or with antisocial cultural values, it is not solely residence in a "delinquency area," it is not exclusively deprivation of opportunity for legitimate advancement; it is not the mesomorphic constitution, or childhood enuresis, or an hereditary aggressive tendency, or a weak inhibitory mechanism; it is not low intelligence, or excessive emotional lability, or marked suggestibility, or an unresolved Oedipus complex, or any other cultural, social, biologic influence per se that inevitably conduces to delinquent behavior. Any of these factors in various combinations may or may not be either the background force or the precipitating influence in delinquency, depending on the balance of energy and tension tendencies at a particular time in the particular individual involved. In times of great crisis, emergency, poverty, unemployment, or in certain situations not

really deemed criminalistic by many people, persons will commit crimes who, under normal conditions, would not do so.

Does this mean, then, that it is impossible to determine any etiologic patterns, and that in violating the law each person is a law unto himself? No; for we are dealing with probabilities; and as was shown in Unraveling Juvenile Delinquency, certain attributes in combination and interaction are found to occur so frequently in the makeup, developmental and social history of delinquents--and so rarely among nondelinquents--that we may legitimately conclude that the weight these influences contribute to the causal scales is typically very excessive in comparison with other influences. This is a realistic conception of etiology; for, by isolating the biosocial syndromes most usually operative in the lives of delinquents and most usually absent in the lives of non-delinquents, it not only adds to understanding but highlights the the patterns or combinations of traits, factors and areas most relevant to prediction, to therapeutic efforts in the individual case, and to prophylactic progress in general. It is a realistic conception, further, in that it recognizes the frequently overlooked fact that in the "contamination" of delinquency, a two-way process is involved: not merely a general unwholesome environment or a special subculture, but also a lack of immunity on the part of certain individuals subjected to it.

It may be that some day variations in the way people conduct themselves in the same culture or subculture will be explainable in the more ultimate terms of differences in endocrine gland structure and function, or of microscopic physico-chemical reactions. In the meantime we can reasonably speak of cause-and-effect when we disentangle even the cruder forces at play in inclining selected persons to one course of behavior or another, just as chemistry and physics opened the doors to the solution of many problems of nature long before the dawn of nuclear science. The question is, whether such an explanation in the field of our concern brings us closer to an understanding of delinquency and, therefore, to its control. If it does, then--even though we are dealing with forces which some day may be reduced to more subtle constituents and combinations--we have made a stride forward in the understanding and management of delinquency.

It is apparent at a glance, from the quotation from Unraveling, that no single theory, trait, factor, attribute or condition can satisfactorily explain the complex biosocial phenomenon there described.

#### Comparative Criminology

Now the extent of the validity of such a piece of research for the advancement of science in Criminology can be determined only by replication of that study (and others like it) on other samples of delinquents in other regions of other ethnicocultural composition.

Only through the development of this type of Comparative Criminology can it be determined which of the numerous influences associated with the phenomenon of delinquency are indigenous and which tend to be etiologic constants or universals. And only at such a stage can it reasonably be anticipated that well defined, meaningful theories and derivative hypotheses will emerge.

In the light of what has been said, it is especially gratifying that the Government and University of Puerto Rico are actively interested in replicating Unraveling Juvenile Delinquency; and that there are available trained and dedicated personnel to conduct this investigation. It should be deemed of some importance that Puerto Rico would be the first Commonwealth to embark upon this venture; for great interest has also been shown by other countries, including Italy, Japan, and the Philippines.

I mentioned that two of the specific signs of a science are repeatability and predictability. We hope that both these indications will be found in the proposed research by the Program of Research and Training in Criminology of your University. The first sign is essentially an attribute of the scientific method per se, without regard to any "practical" implications. Predictability, on the other hand, can have great practical significance not only in Puerto Rico but elsewhere. Let me develop this point further.

Among the boys involved in Unraveling Juvenile Delinquency, for example, various forms of misconduct in school first occurred within 478 of the 500 delinquents at an average age of 9.5 years (a third of the group having been but eight years old or less when first indulging in school misconduct). By contrast, evidences of classroom misconduct showed up as early as 9.5 years of age in less than a tenth of the very few nondelinquents (86) who had misbehaved in school, and their average age at first classroom misconduct was 12.5 years. When, to this early age of school misbehavior among delinquents is added the early stage of first delinquent conduct outside the school (almost half the delinquents were under eight years of age at their first delinquencies and nine-tenths were under eleven), it becomes clear that the signals of probably persistent delinquency flash their warnings before puberty. Since gang-formation comes much later, it cannot be said that such group-influence accounts for the origins of delinquent behavior.

This means that the elementary schools are in a strategic position to discover potential persistent delinquents before the trends of maladapted conduct become too fixed to yield to reconditioning and therapy. The relationship of this task to the work of the juvenile court is brought out by one of the more significant findings of another of our researches, One Thousand Juvenile Delinquents (Glueck and Glueck, 1934): namely, that where a boy was brought to the court and examined by a clinic

immediately or shortly after the onset of his misbehavior, the curbing of his antisocial tendencies was more likely to be accomplished than where his misconduct was not dealt with until it had long endured.

#### Toward a Preventive Effort

This suggests that character prophylaxis--the testing of children early and periodically to discover beginnings of malformations of emotional development, habit formation, and value acceptance at a stage when the twig can still be bent--is as necessary as are early and periodic medical or dental examinations. Thus a crying need of the times is a preventive medicine of personality and character. Youngsters who, unaided, face a career of storm and stress should be discovered as early as possible and given adequate therapy long before the law's label of juvenile delinquent is affixed to them, or before they develop serious mental illnesses. In an enlightened educational system, the school might function as the litmus paper of personality and character maladaptation.

When a child first begins to shows signs of maladjustments, it is often difficult to say whether these are the true danger-signals of persistant delinquency in the offing or merely transient growing pains. Bits of aberrant behavior at the age of five or six are not necessarily prodromal or prognostic of future persistent delinquency

and probable criminalism. It therefore becomes of prime importance to devise a method of distinguishing--very early in life--those children who, unaided, are probably headed for delinquent careers, so that therapeutic and other intervention may be timely and more effective than if, as is so tragically true today, it had been unduly postponed.

Such a device has been developed in three prediction tables presented in Unraveling Juvenile Delinquency: one based on psychiatric interviews, a second on Rorschach test results, and a third, known as the Social Prediction Table, composed of several parent-child factors. The specific factors are: discipline of boy by father (overstrict or erratic, lax, firm but kindly), supervision of boy by mother (unsuitable, fair, suitable), affection of father for boy (indifferent or hostile, warm, including overprotective), affection of mother for boy (indifferent or hostile, warm, including overprotective), cohesiveness of family (unintegrated, some elements of cohesion, cohesive). (Subsequently these five factors were reduced to three, omitting affection of parents and substituting maternal discipline for paternal discipline.) The revised Social Prediction Table has been tested, with various modifications found necessary on the basis of experience, on two samples of children. One test, under the auspices of the New York City Youth Board, dealt with boys in the entering classes of school in high delinquency areas of New York City; the second

test, under the auspices of the Maximum Benefits Project of the Commissioners' Youth Council of Washington, D.C., dealt with both boys and girls, of a somewhat older age, who had been referred to a school clinic by the teachers in Washington because they were showing signs of maladjustment. Both series of cases were followed up over a period of years amounting in most instances to a decade; and both follow-ups have demonstrated that it is possible to differentiate--early in life and with reasonable accuracy--children who will develop into delinquents from those who will not, as well as children who are true delinquents from those who are pseudodelinquents. Experiments with the Table have been written up by researchers of the New York City Youth Board (Craig and Glick, 1963, 1964, 1965) and of the Maximum Benefits Project (Tait and Hodges, 1962, 1963; Trevvett, 1965). There is also other evidence of the workability of the Social Prediction Table on various other samples at home and abroad. Some of these are described in our most recent volume, Ventures in Criminology (1964), under the title, "Efforts to Identify Delinquents."

It is right and proper to be skeptical of the ability to foretell future behavior; but it would seem that the evidence of the various follow-up studies on a wide variety of samples--and especially the evidence of the New York and Washington investigations--constitutes proof beyond a reasonable doubt.

Needless to add, prediction tables are designed to be servants, not masters. They are intended to aid the clinician, social worker, school teacher and judge to exercise discretion more meaningfully than would otherwise be possible, by bringing to bear--on decisions respecting the individual case--the tabulated results of past experience with numerous other cases, thereby reducing a tendency to act impressionistically or on the basis of mere "hunch." Nor is it necessary to "stigmatize" children because the predictive indications show them to be potential delinquents. A tool such as a prediction table should, of course, be used with tact and caution and on the basis of training. Obviously, the aim is not to harm children but to alert parents to the need of modifying their attitudes and practices in the family circle and to aid them to do this.

In the ultimate analysis, prevention of delinquent careers is related to the general moral and material health of a civilization; but it is also dependent upon something more specific than wholesale manipulation of the general cultural web. It entails the structuring of integrated personality and wholesome character during the first few formative years of life; and this, fortunately, is accomplished largely in the narrower and more manageable environments of the home and school. We should take advantage of the oft-neglected fact that parents and teachers are to a great

extent not only the bearers, but also the selective filters, of the general culture. Thus, there is both realism and promise in taking more direct and specific steps to improve the under-the-roof culture of home and school while not ignoring more general community efforts at crime control.

In still another of our books, Delinquents in the Making, a simplified version of Unraveling, is presented a brief program involving specific targets of delinquency prevention arrived at by comparing the characteristics and backgrounds of the 500 delinquents and 500 nondelinquents.

This is not the occasion to go into detail; but, to cite a few examples, researches such as the one being planned under the auspices of the University of Puerto Rico can have vitally important results in defining specific goals for the improvement of school curricula, thereby reducing school drop-outs, in making teacher training more realistic, in guiding endangered homes to develop mentally hygienic parent-child relationships, in devising ways for legitimate absorption of surplus energies of boys, and in developing other means of reducing the need for antisocial conduct on the part of youth.

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**Appendix B-1**

**SCHEDULES USED FOR UNRAVELING  
JUVENILE DELINQUENCY**

Confidential

## SOCIAL INVESTIGATION

Name

Number

Delinquent

Non-Delinquent

Date Examination Started

GLUECK RESEARCH

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ATTACHED MATERIALS (LIST) . . . . .	— —

Which home is described:

Composition of household:

---

## FURTHER INVESTIGATION

---

(Direct specify)

Correspondence

**Name of Boy**

**Number**

**Summary of Source of Information:**

VITAL STATISTICS OF FAMILY

Name of Boy

Number

NAME	BIRTH DATE AND PLACE	PRESENT WHEREABOUTS	DATE, PLACE AND CAUSE OF DEATH	NAME OF MATE, DATE, PLACE OF MARRIAGE, DIVORCE
Paternal grandfather				
Paternal grandmother (maiden name)				
Maternal grandfather				
Maternal grandmother (maiden name)				
Father				
Father substitute				
Mother (maiden name)				
Mother substitute				
Father's siblings (own, half, step)				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

VITAL STATISTICS OF FAMILY (CONTINUED)

Name of Boy

Number

NAME	BIRTH DATE AND PLACE	PRESENT WHEREABOUTS	DATE, PLACE AND CAUSE OF DEATH	NAME OF MATE, DATE, PLACE OF MARRIAGE, DIVORCE
Mother's siblings (own, half, step)				
1				
2				
3				
4				
5				
6				
7				
8				
9				
Children (including boy, half, step, still-born, and indicate legitimacy)				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

FAMILY BACKGROUND

Name of Boy Number

Delinquent

Non-delinquent

Code

Present address	With	Census area	1
Birthdate	1. Birthplace	2. Legitimacy	3. Religion
Date of examination	4. Age	5. Dominant stock	4
6. Whereabouts of father		7. of mother	5
Birthdate of father		of mother	6
8. Birthplace of father		9. of mother	7
15. Date of arrival in United States of Boy	16. of father	17. of mother	8
18. Religion of father	of mother		9
19-20. Date and place of marriage of parents	21. Civil condition		10
22. Date of remarriage of father	of mother		11
23. Date of death of father	24. of mother		12
25. Size of father's family (children)	26. of mother's family (children)		13
27-28. Siblings of Boy:	Own	half	14
			15
			16
			17
			18
			19
			20
			21
			22
			23
			24
			25
			26
			27
			28*
			29
			30
29. Rank of Boy among siblings	30. Time between birth of Boy and next older child		

Informant:

Investigator:

FAMILY BACKGROUND (CONTINUED)

Name of Boy	Number
31. DELINQUENCY in paternal family	maternal family      among siblings of Boy
father	mother
32. ALCOHOLISM in paternal family	maternal family      among siblings of Boy
father	mother
33. MENTAL DULLNESS in paternal family	maternal family      among siblings of Boy
father	mother
34. MENTAL DISEASE in paternal family	maternal family      among siblings of Boy
father	mother
35-36. HEALTH of paternal family (Tuberculosis, cancer, diabetes, heart, blood pressure, rheumatism, etc.)	maternal family      siblings of Boy
father	mother
37. EDUCATION of paternal family	of maternal family      Code
31*	
32*	
33*	
34*	
35*	
36*	
37*	
38	
39	
40	
41	
38-39. Father	mother
40. ECONOMIC STATUS of paternal family	of maternal family
41. Father	mother

Informant:

Investigator:

-50-

## **MOBILITY OF BOY**

7

Name of Boy

**Birth Date**

### Number

**CHRONOLOGICAL SUMMARY OF BOY'S WHEREABOUTS FROM BIRTH TO PRESENT**  
**(Including breaks in home life and departures from home)**

**Informant:**

**Investigator:**

## **MOBILITY OF BOY (CONTINUED)**

Name of Boy

**Birth Date**

### Number

## Code

## **SUMMARY OF ENVIRONMENTAL HISTORY OF BOY**

- 42. Age first left home**

**43. Reason first left home**

**44. Nature of first departure from home**

**45. Abnormal environmental experiences (summary)**

**46. Nature of first break in family life**

**47. Age of Boy**

**48. Summary of breaks in family life**

**49. Household changes (number)**

**50. Parent substitutes: own parents only, stepfather, stepmother, foster father, foster mother**

**51. Length of time lived in urban area**

**52. Age at change from rural to urban area**

**53. Frequency of moving**

**54. Nature of mobility**

**55. Time in slum area**

**56. Length of time at present address**

**Informant:**

**Investigator:**

ENVIRONMENTAL CIRCUMSTANCES

Name of Boy	Address	Number
BOY'S PRESENT HOME AND NEIGHBORHOOD		
57-58. Composition of household (include Boy)		Code 57* 58 59 60 61 62 63* 64 65 66 67 68 69
59. Type of house (modern apartment, old tenement, 2-3 family, single, lodging)		
60. Crowding (number of rooms , bedrooms , number occupants )		
61. Rental (monthly average per room)		
62. Sleeping arrangements for Boy		
63. Sanitary facilities (bathroom, tub, flush toilet, hot water, central heat, electricity)		
64. Furnishings (radio, piano, tasteful furniture, books, rugs, pictures, lamps, bare necessities)		
65. Orderliness of home	66. Household routine	
67. Physical Home-Summary		
68. Neighborhood Type (factory, business, lodging house, second class tenement, etc.)		
69. Neighborhood Influences		
Street life	Gangs	Vice
Barrooms	Dumps and empty lots	Cheap commercialized recreation
Alleyways	Railroad yards and tracks	Supervised indoor recreational facilities
Other (specify)		Supervised outdoor play place

Informant:

Investigator:

ENVIRONMENTAL CIRCUMSTANCES (CONTINUED)

Name of Boy

Number

SOCIO-ECONOMIC STATUS OF HOME

A1. Breadwinners

A2. Present occupation of father or substitute

A3. Usual occupation

A4. Work habits of father or substitute. (Reliable, industrious, an asset; able, but allows drink, etc., to interfere; unreliable, loafing, illegitimate occupation)

Code

A1*
A2
A3
A4
A5
A6
A7*
A8
A9
A10
A11
A12
A13
A14
A15*
A16

A5. Usual occupation of mother or substitute

A6. Supervision of children if mother works out

A7. Sources of family income

Wages—detail

Work relief

Public relief

Private relief

Relatives

Unemployment insurance

Accident compensation

Illicit earnings

A8. Average weekly income of household (total divided by number in household)

A9. Family savings

A10. Planfulness in management of family income

A11. Economic condition at present

A12. Usual economic condition

A13. Reasons for dependency of family

SOCIAL AGENCY CONTACTS

A14. Number of social agencies knowing family since marriage of parents

A15. Social agencies interested in family (by type)

A16. Age of Boy at first Social Service contact with family

Informant:

Investigator:

HOME ATMOSPHERE IN WHICH BOY REARED

Name of Boy	Address	Number
A17. Moral standards of home		
A18. Self respect of family		
A19. Ambitions of the family		
A20. Plans for Boy's future		
A21. Recreational facilities for children in the home		
A22. Provisions for children to entertain friends at home		
A23. Family group recreations		
A24. Method of control of children by father (or substitute)	A25. By mother (or substitute)	Code
A26. Discipline of Boy by father (or substitute)	A27. By mother (or substitute)	A17 A18 A19 A20 A21 A22 A23 A24* A25* A26 A27

Informant:

Investigator:

HOME ATMOSPHERE IN WHICH BOY REARED (CONTINUED)

Name of Boy

Number

A28. Dominant parent

A29. Conjugal relations of parents (or substitute)

A30. Affection of father (or substitute) for Boy

A31. Affection of mother (or substitute) for Boy

A32. Relation of siblings to Boy

A33. Household duties of children

A34. Potentials for culture conflict in home (foreign language, cookery, customs, traditions, clannishness, disciplinary practices, other)

A35. Culture conflict present (evidence)

A36. Evidences of cultural refinement

A37. Cohesiveness of family group

Code

A28	
A29	
A30	
A31	
A32	
A33	
A34*	
A35	
A36	
A37	

Informant:

Investigator:

HEALTH HISTORY OF BOY

Name of Boy

Number

A38. BIRTH AND INFANCY (significant factors)

Code

Gross deviations from normal pregnancy

A38\*

A39

Instrumental delivery

Weight at birth

Malformations at birth

Accidents with loss of consciousness

Convulsions or spasms (describe)

Operations

Late walking

Late talking

Other unusual conditions or behavior in first two years

General health in first two years

A39. CONTAGIOUS DISEASES (severity and age)

Measles

Scarlet fever

Chicken pox

Whooping cough

Rheumatic fever

Other

Informant:

Investigator:

Reliability:

## **HEALTH HISTORY OF BOY (CONTINUED)**

Name of Boy \_\_\_\_\_

### Number

**A40-41. SPECIFIC SUSCEPTIBILITIES OF BOY (age and severity)**

Code

Recurrent colds: chest head

A40\*

A41

Tendency to infections (boils, finger infections, septicemia)

**Ear difficulties (carache, mastoid, middle ear infection)**

## Digestive disturbances

## **Heart trouble**

## **Recurrent convulsive incidents**

## **Unconscious episodes**

#### Allergic phenomena (skin troubles, asthma, hay fever, etc.)

## **Recurrent headaches**

## **Enuresis**

### **Extreme nervousness**

## Urinary infections

94k

**NONE OF ABOVE**

## UNKNOWN OR DOUBTFUL

#### **Sources of additional information:**

CONDUCT OF BOY (KNOWN TO FAMILY)

Name " Boy

Number

BAD HABITS OF BOY (indicating age began)

A42. Smoking	Lying	Late hours
Drinking	Stubbornness	Auto stealing
Runaway from home	Vile language	Impulsive stealing (minor, serious)
Bunking out	Pugnacity	Planful stealing (trivial, for big gain)
Gambling	A43. Sneaking admissions	Arson
Truanting	Begging	Other (M. H., Sp.)
Stealing rides	Destructive mischief	
Truck hopping	Tantrums	

A44. Agreement between statement of Boy and parents (Psych. 28-29)

USE OF LEISURE

A45. Frequency of movie attendance (weekly average)

A46. Play places:	Own neighborhood	Distant neighborhood
At home	Streets	Vacant lots
Waterfronts	Supervised playgrounds	Unsupervised playgrounds
Clubs or settlements		Other (specify)

A47. Church or Sunday School (regularly, occasionally, none)

Code

A48. Nature of companionships (crowd, gang, few friends, no associations)

(Delinquents, non-delinquents)

(Older, younger, same age, mixed)

(Boys, girls, mixed)

A42*	
A43*	
A44	
A45	
A46*	
A47	
A48*	
A49	
A50	
A51	
A52	

Agreement between statement of Boy and parents :

A49. Regarding movie attendance (Psych. 2)

A50. Regarding play places (Psych. 7)

A51. Regarding church attendance (Psych. 8)

A52. Regarding companionships (Psych. 9)

Investigator:

Informant:

**CONDUCT OF BOY (CONTINUED)**

Name of Boy

Number

**FAMILY'S REASONS FOR BOY'S CONDUCT**

(Refers to good behavior of non-delinquents. Refers to bad behavior of delinquents)

A53, 54. Delinquent

A55. Non-delinquent

Code

A53*	
A54*	
A55*	

Informant:

Reliability:



SCHOOL HISTORY OF BOY (CONTINUED)

**A71-74, 75. TEACHER'S ESTIMATE OF CHARACTERISTICS OF BOY**

Stealing	Nervousness	Fearfulness
Obscene notes, talk (A)	Disorderliness in class (A)	Suspiciousness (X)
Untruthfulness	Unhappy, depressed (X)	Thoughtlessness
Truancy	Easily discouraged (X)	Attracting attention
Impertinence, defiance (A)	Selfishness	Unsocialness (X)
Cruelty, bullying (A)	Carelessness in work	Dreaminess (X)
Cheating	Inattention (X)	Imaginative lying
Destroying school materials (A)	Quarrelsomeness (A)	Interrupting
Disobedience (A)	Suggestible	Inquisitiveness
Unreliableness	Resentfulness	Overcritical of others
Temper tantrums (A)	Tardiness	Tattling
Lack of interest in work (X)	Physical coward	Whispering
Profanity (A)	Stubbornness (A)	Sensitiveness (X)
Impudence, rudeness (A)	Domineering (A)	Restlessness
Laziness	Slovenly in appearance	Shyness (X)
Smoking	Sullenness	Other

**A75. SUMMARY:** Predominantly attacking behavior (A)

Predominantly withdrawing behavior (X)

**INTERVIEW WITH TEACHER**

Boy's outstanding problem

Code

A71*	
A72*	
A73*	
A74*	
A75	
A76	
A77	
A78	
A79	
A80	

**A77. Reasons for retardation**

**A78. Reasons for truancy**

**A79. Adjustment to schoolmates**

**A80. Participation in extra-curricular activities**

Informant:

Date:

Investigator:

-62-

MISCELLANEOUS NOTES

19

Name of Boy

Number

-63-

20

MISCELLANEOUS NOTES

Name of Boy

Number

---

## CRIME CAUSATION STUDY—CRIMINAL RECORD AND PENO-CORRECTIONAL TREATMENT

Name:	Date:	Court	Charge	Disposition or Treatment	Dates of Treatment Period	Case No.:
						44
						45
						46
						47
						48
						49
						50
						51
						52
						53
						54
						55
						56
						57
						58
						59
						60
						61
						62
						63
						64
						-
						65
						66
						67
						68
						69
						70
						71
						72
						73
						74
						75
						76
						77
						78
						79

Confidential

INTERVIEW WITH BOY

Name :                      Date of examination :                      Age :                      Number :

Delinquent

Non-Delinquent

Name :

No.

INTERESTS

1. FAVORITE USE OF LEISURE: *Not determined* (1)      *Adventurous* (2)      *Competitive* (3)  
*Active non-competitive* (4)      *Non-active* (5)      *Other* (6)      *No significant trend* (7)
2. Frequency of movie attendance (weekly av.): ..... 3. Hobbies: .....
4. Club memberships (specify): ..... Reason for joining: .....
5. Amount of participation: .....
6. Attitude to supervised recreation: *Not determined* (1)      *Vague* (2)      *Dislikes* (3)  
*Contemptuous* (4)      *Welcomes security* (5)      *Enthusiastic* (6)      *Casual* (7)      *Other (specify)* .....
7. PLAY PLACES: *Own neighborhood* (2)      *Distant neighborhood* (3)  
*At home* (4)      *Street corners* (5)      *Vacant lots* (6)      *RR yards* (7)      *Waterfront* (8)  
*Playgrounds* (9)      *Clubs or settlement* (10)      *Other (specify)*: .....
8. CHURCH OR SUNDAY SCHOOL ATTENDANCE: *Not determined* (1)      *Regular* (2)      *Occasional* (3)      *None* (4)

COMPANIONSHIPS

Code

9. NATURE OF: *Crowd* (2)      *Gang* (3)      *Few Friends* (4)      *No associations* (5)  
*Delinquents or defectives* (6)      *Non-delinquents* (7)  
*Older* (8)      *Younger* (9)      *Same age* (10)  
*Boys* (11)      *Girls* (12)
10. ROLE IN GROUP ACTIVITIES: *Not determined* (1)      *No group activities* (2)  
*Independent* (3)      *Dynamic leader* (4)      *Planner* (5)      *Lieutenant* (6)      *Follower* (7)      *Indefinite* (8)

AMBITIONS

11. ACADEMIC: *Not determined* (1)      *Vague* (2)      *Stop school now* (3)      *Finish grade school* (4)  
*High school* (5)      *Beyond high school* (6)
12. VOCATIONAL: *Not determined* (1)      *Vague* (2)      *Unskilled* (3)      *Semi-skilled or skilled* (4)  
*Intellectual* (5)      *Aesthetic or artistic* (6)      *Adventurous* (7)  
*Specific* (8): .....      *Non-specific* (9): .....

SCHOOLING

13. ATTITUDE TOWARD SCHOOL: *Not determined* (1)      *Readily accepts* (2)      *Casual* (3)      *Resistant* (4)  
Reason for resistance (specify): .....
14. Subject preferences: *Not determined* (1)      *Vague* (2)      *Likes all subjects* (3)  
*Marked preferences* (4) (specify): .....
15. Dislikes: *Not determined* (1)      *Vague* (2)      *Dislikes all subjects* (3)  
*Marked dislikes* (4) (specify): .....

Name

No.

### EMPLOYMENT EXPERIENCES

16. NATURE OF (specify): ..... *Not determined* (1) *None* (2)
17. Length of: *No employment* (2) *Daily after school* (4) *Week-ends* (5) *Vacations* (6) *Occasionally* (7)  
During how many months: .....
18. Reasons for working: *Help family* (3) *Urged by family* (4) *Money for self* (5) *Likes work* (6)  
*Prestige* (7) *Other (specify)*: .....

### SPENDING MONEY

19. SOURCE: *Not determined* (1) *Vague* (2) *No spending money* (3)  
*Regular allowance (adequate)* (4) *Regular allowance (inadequate)* (5) *Sporadic allowance* (6) *Earnings* (7) *Illicit gains* (8)
20. PLANFULNESS IN SPENDING: *Not determined* (1) *No money* (2)  
*Vague* (3) *Spontaneous planfulness* (4) *Forced planfulness* (5) *Unconsidered spending* (6)

### FAMILY RELATIONSHIPS (BOY'S OPINION)

Code

21. DOMINANT PARENT: *Not determined* (1) *Father* (2) *Father substitute* (3)  
*Mother* (4) *Mother substitute* (5) *No domination* (6) *Inapplicable* (7)
22. FATHER OR SUBSTITUTE AS ACCEPTABLE PATTERN: *Not determined* (1) *Wholly* (2)  
*Somewhat* (3) *Unacceptable* (4) *Accepts other male* (5) *Inapplicable* (6)

### 23. CONCERN OF PARENTS FOR BOY:

- Fa. (or subst.): *Not determined* (1) *Good* (2) *Fair* (3) *Poor* (4) *Inapplicable* (5)  
Mo. (or subst.): *Not determined* (6) *Good* (7) *Fair* (8) *Poor* (9) *Inapplicable* (10)

### 24. EMOTIONAL TIES TO PARENTS

- To mother: *Strong attachment* (1) *Indifferent to mo.* (2) *Hostile* (3) *Inapplicable* (4) *Not determined* (5)  
To father: *Strong attachment* (6) *Indifferent to fa.* (7) *Hostile* (8) *Inapplicable* (9) *Not determined* (10)

16<sup>1</sup> \_\_\_\_\_  
17<sup>2</sup> \_\_\_\_\_  
18 \_\_\_\_\_  
19<sup>1</sup> \_\_\_\_\_  
20 \_\_\_\_\_  
21 \_\_\_\_\_  
22 \_\_\_\_\_  
23<sup>2</sup> \_\_\_\_\_  
24<sup>3</sup> \_\_\_\_\_  
25 \_\_\_\_\_  
26 \_\_\_\_\_  
27 \_\_\_\_\_

25. DISCIPLINE BY FATHER OR SUBSTITUTE: *Not determined* (1) *Usually lax* (2)  
*Usually overstrict* (3) *Erratic* (4) *Firm but kindly* (5) *Inapplicable* (6)
26. DISCIPLINE BY MOTHER OR SUBSTITUTE: *Not determined* (1) *Usually lax* (2)  
*Usually overstrict* (3) *Erratic* (4) *Firm but kindly* (5) *Inapplicable* (6)
27. FAMILY SOLIDARITY: *Not determined* (1) *Boy has no opinion* (2)  
*Good* (3) *Fair* (4) *Poor* (5)

Name

**28-29. MISBEHAVIOR MANIFESTATIONS (Acknowledged by Boy)**

28.	..... Truancy (8) ..... Stealing rides (9) ..... Hopping trucks (9) ..... Sneaking admissions (10) ..... Begging (11) ..... Destructive mischief (12)	29. ..... Auto stealing (1) ..... Impulsive stealing (minor (2), serious (3) ..... Planful stealing (trivial (4), for big gain (5) ..... Arson (6) ..... Other (M (7), H (8), Sp (9))
-----	--	--

30. Age misbehavior started (Boy's recollection) : .....

**31-32. STRESSES IN BOY'S ENVIRONMENT PRODUCING CONFLICT (Describe briefly)**

31.	(f) Adults exc. pars. (6) 36. (g) Siblings (7) 37. (h) Companions (8) 38. (j) Sexual identification (9) (k) Sexual interests (10)	32. (l) Religion (1) 39. (p) Education (2) (s) Community responsibility (3) (t) Future prospects (4) (y) Aesthetic considerations (5)
-----	---	--

**40. METHOD OF RESOLUTION OF CONFLICTS BY BOY (Keyed to STRESSES by letter)**

Code

<i>No significant stress (1)</i> <b>BY EXTRAVERSION OF AFFECT (4)</b> ..... Sensual compensation ..... Affective suggestibility ..... Regression to instinctual levels	<i>No particular trend (2)</i> <b>BY EXTRAVERSION OF ACTION (5)</b> ..... Competitive compensation ..... Egoism ..... Stubborn resistance	<i>Not determined (3)</i> <b>BY INTROVERSION (6)</b> ..... Internalized compensation ..... Indecisive rationality ..... Social withdrawal	28* 29* 30 31* 32* 33 34 35 36 37 38 39 40 41* 42* 43*
--	---	---	---

**41-42-43. INHERENT PERSONALITY TRAITS (Opposites indicated by —) (✓ if contributes to dlqcy)**

41.	42.	43.
..... Dynamic (+1, -2) ..... Adequate (+3, -4) ..... Stubborn (+5, -6) ..... Extroverted in action (+7, -8) ..... Adventurous (+9) ..... Intellectual (+10, -11) ..... Conventional (+12)	..... Aesthetic (+1, -2) ..... Emotionally stable (+3, -4) ..... Extraverted in feeling (+5, -6) ..... Sensitive (+7, -8) ..... Suggestible (+9, -10) ..... Sensuous (+11)	..... Conscientious (+1, -2) ..... Egocentric (+3, -4) ..... Practical (+5, -6) ..... Self critical (+7, -8) ..... Acquisitive (+9) ..... Aggressive (+10, -11) ..... Other (+12) (specify).....

Name :

No.

**44. MAJOR REASONS FOR PERSISTENT MISBEHAVIOR OF DELINQUENTS**

41-42-43

**45-46-47. INHERENT PREDISPOSING TRAITS (Specify) :** .....

31-32

**48-49. CONFLICTS (Specify) :** .....

**ENVIRONMENTAL INFLUENCES — 50. NEIGHBORHOOD AND COMMUNITY**

Group standards (3)

Avoidance of penalties (7)

Influence of companions (4)

Chance (8)

Availability of loot (5)

School difficulties (9)

Profitable returns (6)

Other (specify) : .....

**ENVIRONMENTAL INFLUENCES: 51. HOME**

Family pattern (1)

Conflicting authority (5)

Over indulgence (9)

Male pattern (2)

Conflicting allegiance (6)

Over strictness (10)

Poor supervision (3)

Conflicting standards (7)

Over protection (11)

Lack of material resources (4)

Lack of training in responsibility (8)

Rejection (12)

Other (specify) : .....

OTHER (specify) : .....

**52. ESTIMATE OF DETERRENTS TO MISBEHAVIOR OF NON-DELINQUENTS**

Pride (1)

Fear of public disapproval or discipline (5)

Moral convictions — conscience — religion (2)

Regular work or diversions (6)

Consideration for family feelings (3)

Community of interests in family (7)

Fear of parental disapproval or discipline (4)

Other (specify) : .....

Code

44\*

45\*

46\*

47\*

48\*

49\*

50\*

51\*

52\*

53

54

55\*

**53-54. CLASSIFICATION**

**55. PROGNOSIS REGARDING ADAPTATION OF DELINQUENT**

To restricted environment: *Not determined* (2)      *Good* (3)      *Fair* (4)      *Poor* (5)

To unrestricted environment: *Not determined* (6)      *Good* (7)      *Fair* (8)      *Poor* (9)

PSYCHOLOGICAL TEST SCORES  
WECHSLER—BELLEVUE

Name:

Case No.:

Item No.	Raw Score	ITEM	Item No.	Code
1		Vocabulary Weighted Score	1	
2		Information Weighted Score	2	
3		Similarities Weighted Score	3	
4		Comprehension Weighted Score	4	
5		Arithmetic Weighted Score	5	
6		Digits Weighted Score	6	
7		Total Verbal Weighted Score (Sum of Items 2-6)	7	
8		Mean Verbal Weighted Score	8	
9		Digit Symbol Weighted Score	9	
10		Picture Completion Weighted Score	10	
11		Picture Arrangement Weighted Score	11	
12		Block Design Weighted Score	12	
13		Object Assembly Weighted Score	13	
14		Total Performance Weighted Score (Sum of Items 9-13)	14	
15		Mean Performance Weighted Score	15	
16		Total Full Scale Weighted Score (Sum of Items 7 and 14)	16	
17		Mean Full Scale Weighted Score	17	
18		Total Verbal Weighted Score Minus Total Performance Weighted Score (Item 7 minus Item 14)	18	
19		Wechsler Verbal IQ	19	
20		Wechsler Performance IQ	20	
21		Wechsler Full Scale IQ	21	
22		Age in months at time of taking Wechsler	22	
23		Grade attained at time of taking Wechsler	23	
24		Variability of Verbal Weighted Scores (Item 2-6)	24	
25		Variability of Performance Weighted Scores (Items 9-13)	25	
26		Variability of Full Scale Weighted Scores (Items 2-6 and 9-13)	26	
27		Total Verbal Weighted Score minus Vocabulary Weighted Score (Item 7 minus Item 1)	27	
28		Deviation of Information from Mean Verbal Weighted Score (Item 7 minus Item 2)	28	
29		Deviation of Similarities from Mean Verbal Weighted Score (Item 7 minus Item 3)	29	
30		Deviation of Comprehension from Mean Verbal Weighted Score (Item 7 minus Item 4)	30	
31		Deviation of Arithmetic from Mean Verbal Weighted Score (Item 7 minus Item 5)	31	
32		Deviation of Digits from Mean Verbal Weighted Score (Item 7 minus Item 6)	32	
33		Deviation of Digit Symbol from Mean Performance Weighted Score (Item 14 minus Item 9)	33	
34		Deviation of Picture Completion from Mean Performance Weighted Score (Item 14 minus Item 10)	34	
35		Deviation of Picture Arrangement from Mean Performance Weighted Score (Item 14 minus Item 11)	35	
36		Deviation of Block Design from Mean Performance Weighted Score (Item 14 minus Item 12)	36	
		Deviation of Object Assembly from Mean Performance Weighted Score (Item 14 minus Item 13)	37	

PSYCHOLOGICAL TEST SCORES  
STANFORD ACHIEVEMENT TESTS

Name:

Case No.:

Item No.	Raw Score	ITEM	Item No.	Code
38		Age in months at time of taking Stanford test	38	
39		Grade at time of taking Stanford test	39	
40		Number of years retarded in school	40	
41		Reading Comprehension (paragraph meaning) age score in months	41	
42		Word Meaning age score in months	42	
43		Arithmetic Reasoning age score in months	43	
44		Arithmetic Computation age score in months	44	
45		Standard deviation of age scores (Items 41-44)	45	
46		Reading Quotient	46	
47		Arithmetic Quotient	47	
48		Reading Comprehension grade equivalent	48	
49		Word Meaning grade equivalent	49	
50		Arithmetic Reasoning grade equivalent	50	
51		Arithmetic Computation grade equivalent	51	
52		Reading Comprehension age score minus Word Meaning age score (Item 41 minus Item 42)	52	
53		Arithmetic Reasoning age score minus Arithmetic Computation age score (Item 43 minus Item 44)	53	
54		Average of Reading Comprehension and Word Meaning age scores in months (Items 41 and 42)	54	
55		Average of Arithmetic Reasoning and Arithmetic Computation age scores in months (Items 43 and 44)	55	
56		Difference between averages of Reading Comprehension plus Word Meaning and Arithmetic Reasoning plus Arithmetic Computation (Item 54 minus Item 55)	56	
57			57	
58			58	
59			59	
60			60	
61			61	
62			62	
63			63	
64			64	
65			65	

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PHYSICAL EXAMINATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ DLQT.  NON-DLQT.  NO: \_\_\_\_\_

COMPLEXION \_\_\_\_\_ HAIR COLOR \_\_\_\_\_ EYE COLOR \_\_\_\_\_

1. AGE \_\_\_\_\_ 2-3. HEIGHT \_\_\_\_\_ 4-5. WEIGHT \_\_\_\_\_

6-7. DYNAMOMETRIC STRENGTH R. L. GENERAL DEVELOPMENT

8. GLANDULAR DISTURBANCES

Code

Lymph glands	none	suggestive (2)	marked (3)	1
Thyroid disturbances	none	suggestive (4)	marked (5)	2
Pituitary disturbances	none	suggestive (6)	marked (7)	3
Sex glands	normal	underdeveloped (8)	overdeveloped (9)	4
Other specify: .....		suggestive (10)	marked (11)	5
				6
				7
				8*
				9*
				10
				11
				12
				13
				14
				15
				16
				17
				18
				19*
				20
				21
				22*

MALFORMATIONS AND INTERNAL PATHOLOGY

9. Palate	narrow (2) cleft (6)	broad (3) prognathous (7)	high-arched (4)	low-arched (5) Other (8) specify: .....	Code
10. Crowded teeth	marked (1)	suggestive (2)	normal (3)	severe malacclusion (4)	1
11. Carious teeth	many (1)	some (2)	none (3)		2
12. Imperfectly developed teeth		gross defects (1)	slight (2)	none (3)	3
13. Enlarged or diseased tonsils	marked (1)	suggestive (2)	normal (3)		4
14. Obstructed nares	marked (1)	suggestive (2)	none (3)		5
15. Pathology of upper respiratory system		marked symptoms (1)	moderate (2)	none (3)	6
16. Cardiac disease	marked (1)	suggestive (2)	none (3)		7
17. Impairment of pulmonary function		organic signs (1)	functional signs (2)	none (3)	8*
18. Abdominal pathology	appendicitis (1)	Other specify: .....		none (3)	9*
19. Genital Pathology					10
Undescended testes		no pathology	marked (2)	slight (3)	11
Underdeveloped testes		no pathology	marked (4)	slight (5)	12
Phimosis		no pathology	marked (6)	slight (7)	13
Other (8) specify: .....					14
20. Hernia	marked (1)	suggestive (2)	none (3)		15
21. Pathology of bony skeleton	marked (1)	suggestive (2)	none (3)		16
22. Skin pathology					17
Eczema	none	marked (2)	slight (3)		18
Dermatitis	none	marked (4)	slight (5)		19*
Psoriasis	none	marked (6)	slight (7)		20
Acne	none	marked (8)	slight (9)		21
Impetigo	none	marked (10)	slight (11)		22*
Other (12) specify: .....					

GLUECK RESEARCH

NAME:

NO:

**23. ACQUIRED MOTOR HANDICAPS**

		Code
Handicaps originating from disease (1) specify:		23
Handicaps originating from accident (2) specify:		24*
Other motor handicaps (3) (specify): ..... No acquired motor handicaps (4)		25

**24. SENSORY HANDICAPS (VISUAL AND AUDITORY)**

Strabismus	<i>none</i>	<i>marked</i> (2)	<i>slight</i> (3)	26*
Nystagmus	<i>none</i>	<i>marked</i> (4)	<i>slight</i> (5)	27*
Visual defect	<i>none</i>	<i>marked</i> (6)	<i>slight</i> (7)	28*
<b>25. Myopia</b>	<i>no</i>	<i>yes</i> (2)		29
Hyperopia	<i>no</i>	<i>yes</i> (3)		30*
Astigmatism	<i>no</i>	<i>yes</i> (4)		
Eye injury	<i>no</i>	<i>yes</i> (5)		
Other (6) specify: .....				
Left eyedness	<i>no</i>	<i>yes</i> (8)		
Deafness	<i>none</i>	<i>marked</i> (9)	<i>slight</i> (10)	
Otitis media	<i>no</i>	<i>yes</i> (11)		
Other sensory handicaps (12) specify: .....				

**26. NEUROLOGICAL HANDICAPS**

Irregular reflexes	<i>none</i>	<i>exaggerated</i> (2)	<i>diminished</i> (3)	
<b>27. Pupillary</b>	<i>none</i>	<i>exaggerated</i> (2)	<i>diminished</i> (3)	
Abdominal	<i>none</i>	<i>exaggerated</i> (4)	<i>diminished</i> (5)	
Cremasteric	<i>none</i>	<i>exaggerated</i> (6)	<i>diminished</i> (7)	
Patellar	<i>none</i>	<i>exaggerated</i> (8)	<i>diminished</i> (9)	
Other (specify): .....	<i>none</i>	<i>exaggerated</i> (10)	<i>diminished</i> (11)	
Dermographia	<i>none</i>	<i>marked</i> (4)	<i>slight</i> (5)	
Cyanosis	<i>none</i>	<i>marked</i> (6)	<i>slight</i> (7)	
Tremors	<i>none</i>	<i>marked</i> (8)	<i>slight</i> (9)	
Other (10) specify: .....				

**28. FUNCTIONAL DEVIATIONS**

Stuttering	<i>none</i>	<i>marked</i> (2)	<i>slight</i> (3)	
Lisping	<i>none</i>	<i>marked</i> (4)	<i>slight</i> (5)	
Tics	<i>none</i>	<i>marked</i> (6)	<i>slight</i> (7)	
Nailbiting		<i>extreme</i> (8)		
Left handedness	<i>no</i>	<i>yes</i> (9)		
Other functional deviations (10) specify: .....				

**29. GENERAL HEALTH STATUS**

Excellent (1)	Good (2)	Fair (3)	Poor (4)	Insufficient data (5)
---------------	----------	----------	----------	-----------------------

**30. SUMMARY OF DEFECTS**

No defects (1)				
Remediable defects (2) specify: .....				
Irremediable defects (3) specify: .....				

**LABORATORY FINDINGS**

**COMMENTS**

Maturity (s.d.):	Nutrition:	Stigmata:	Other:
Hair dist.:			
General			
Pubic			
Axillary			

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GLUECK RESEARCH

+	(1)	Trait is present
-	(2)	Trait is absent
?	(3)	Doubtful
U	(4)	Unknown

## RORSCHACH ANALYSIS OF TRAITS

NAME:

DATE:

ANALYST:

NO.:

BASIC ATTITUDES TO AUTHORITY AND SOCIETY		SOME GENERAL QUALITIES OF PERSONALITY
1. Self assertion		28. Emotional lability, impulsiveness
2. Social assertion		29. Self control
3. Defiance		30. Compulsory trends (rigidity)
4. Destructiveness		31. Extroversive trends preponderant
5. Narcissistic trends		32. Introversive trends preponderant
6. Submissiveness		33. Vivacity
FEELINGS OF INSECURITY, ANXIETY, INFERIORITY, FRUSTRATION		INTELLIGENCE
7. General vague or unconscious feeling of insec. and/or anxiety		34. Originality
8. Enhanced insecurity and/or anxiety		35. Creativity
9. Not wanted or loved		36. Banality
10. Not taken care of		37. Power of observation
11. Not taken seriously or not counting		38. Realistic thinking
12. Not recognized or appreciated		39. Unrealistic thinking
13. Helplessness and powerlessness		40. Common sense
14. Fear of failure and defeat		41. Intuition
15. Resentment		42. Phantasy
16. Resignation		43. Over-verbalizing intelligence
17. Masochistic trends		44. Methodical
18. Depressive trends		45. Confused, mixed up
KINDLINESS AND HOSTILITY		46. Potential capacity for objective interests
19. Average or good surface contact with others		DEPENDENCE AND INDEPENDENCE
20. Cooperation		47. Dependence on others
21. Kindliness and trust		48. Stress on meeting other's expectation
22. Difficulties in contact with others		49. Conventionality (in ideas, feelings, behavior)
23. Over-competitive attitude		50. Suggestibility
24. Hostility		51. Spontaneity
25. Suspicion		52. Feeling of being capable of managing his life
26. Isolation		GOALS OF DRIVES
27. Defensive attitude		53. Receptive (oral) trends
		54. Destructive-sadistic trends

## 55. DIAGNOSIS

## 56. PROGNOSIS

Favorable (1)

Unfavorable (3)

Favorable with qualifications (2)

Not stated (4)

## COMMENTS ABOUT EFFECTIVE TREATMENT

PHYSIQUE DATA

Name:

Case No.:

Item No.	Raw Score	MEASUREMENTS	Item No.	Code
1		Age in months at time of photograph	1	
2		Height	2	
3		Weight	3	
4		Face Breadth	4	
5		Neck Breadth	5	
6		Neck Depth	6	
7		Anterior Chest Breadth	7	
8		Posterior Chest Breadth	8	
9		Chest Depth	9	
10		Waist Breadth	10	
11		Waist Depth	11	
12		Hip Breadth	12	
13		Calf Breadth	13	
14		Thigh Depth	14	
15		Forearm Breadth	15	
16		Upper Arm Breadth	16	
17		Nipple Breadth	17	
INDICES				
18		Face Breadth/Anterior Chest Breadth	18	
19		Face Breadth/Nipple Breadth	19	
20		Face Breadth/Posterior Chest Breadth	20	
21		Neck Depth/Neck Breadth	21	
22		Chest Depth/Anterior Chest Breadth	22	
23		Chest Depth/Posterior Chest Breadth	23	
24		Calf Breadth/Anterior Chest Breadth	24	
25		Calf Breadth/Posterior Chest Breadth	25	
26		Calf Breadth/Nipple Breadth	26	
27		Anterior Chest Breadth/Hip Breadth	27	
28		Posterior Chest Breadth/Hip Breadth	28	
29		Nipple Breadth/Hip Breadth	29	
30		Waist Breadth/Hip Breadth	30	
31		Waist Breadth/Anterior Chest Breadth	31	
32		Waist Breadth/Posterior Chest Breadth	32	
33		Waist Depth/Waist Breadth	33	
34		Thigh Depth/Anterior Chest Breadth	34	
35		Upper Arm Breadth/Thigh Depth	35	
36		Forearm Breadth/Upper Arm Breadth	36	

PHYSIQUE DATA

Name:

Case No.:

Item No.	Raw Score	INDICES -- <i>continued</i>	Item No.	Code
37		Calf Breadth/Thigh Depth	37	
38		Posterior Chest Breadth/Stature	38	
39		Chest Depth/Hip Breadth	39	
40		Calf Breadth/Waist Breadth	40	
41		Height/Cube Root of Weight (Height in inches)	41	
42		Face Breadth/Height (Height in cms.)	42	
43		Neck Breadth/Height	43	
44		Neck Depth/Height	44	
45		Anterior Chest Breadth/Height	45	
46		Chest Depth/Height	46	
47		Waist Breadth/Height	47	
48		Waist Depth/Height	48	
49		Hip Breadth/Height	49	
50		Calf Breadth/Height	50	
51		Thigh Depth/Height	51	
52		Forearm Breadth/Height	52	
53		Upper Arm Breadth/Height	53	
54		Nipple Breadth/Height	54	
		SOMATOTYPES		
55			55	
56			56	
57			57	
58			58	
59			59	
60			60	
61			61	
62			62	
63			63	
64			64	
65			65	
66			66	
67			67	
68			68	
69			69	
70			70	

NAME:

Delinquent  Non-delinquent

Case No.:

**CODES—GLUECK RESEARCH**

	Social				Psychiatric				Rorschach		Medical		Psychologic	
	A	B	A	B	1	41	2	42	3	43	4	44	5	
1	41		1		41		1	41		1	41		1	1
2	42		2		42		2	42		2	42		2	2
3	43		3		43		3	43		3	43		3	3
4	44		4		44		4	44		4	44		4	4
5	45		5		45		5	45		5	45		5	5
6	46		6		46		6	46		6	46		6	6
7	47		7		47		7	47		7	47		7	7
8	48		8		48		8	48		8	48		8	8
9	49		9		49		9	49		9	49		9	9
10	50		10		50		10	50		10	50		10	10
11	51		11		51		11	51		11	51		11	11
12	52		12		52		12	52		12	52		12	12
13	53		13		53		13	53		13	53		13	13
14	54		14		54		14	54		14	54		14	14
15	55		15		55		15	55		15	55		15	15
16	56		16		56		16	56		16	56		16	16
17	57		17		57		17	57		17	57		17	17
18	58		18		58		18	58		18	58		18	18
19	59		19		59		19	59		19	59		19	19
20	60		20		60		20	60		20	60		20	20
21	61		21		61		21	61		21	61		21	21
22	62		22		62		22	62		22	62		22	22
23	63		23		63		23	63		23	63		23	23
24	64		24		64		24	64		24	64		24	24
25	65		25		65		25	65		25	65		25	25
26	66		26		66		26	66		26	66		26	26
27	67		27		67		27	67		27	67		27	27
28	68		28		68		28	68		28	68		28	28
29	69		29		69		29	69		29	69		29	29
30	70		30		70		30	70		30	70		30	30
31	71		31		71		31	71		31	71		31	31
32	72		32		72		32	72		32	72		32	32
33	73		33		73		33	73		33	73		33	33
34	74		34		74		34	74		34	74		34	34
35	75		35		75		35	75		35	75		35	35
36	76		36		76		36	76		36	76		36	36
37	77		37		77		37	77		37	77		37	37
38	78		38		78		38	78		38	78		38	38
39	79		39		79		39	79		39	79		39	39
40	80		40		80		40	80		40	80		40	40

**Appendix B-2**

**SCHEDULES FOR USE IN PUERTO RICAN  
STUDY OF DELINQUENCY**

University of Puerto Rico  
Faculty of Social Science  
Social Science Research Center  
Criminology Program

ETIOLOGY OF JUVENILE DELINQUENCY STUDY\*

This questionnaire seeks information about the social background of the delinquents and nondelinquents selected for the replication study.

It attempts to identify and evaluate the boy's "under-the-roof culture" as he sees it and feels it; and the significant influences on the boy from birth to date of examination.

Unless specific answers are required, check marks should be used.

The precoded letters and numbers should be used where called for.

Specify all "other reasons."

As much information as possible should be cross-checked with official agency records.

All items must be completed unless the item is inapplicable, in which case this should be so specified.

\*Prepared by Virginia M. Seplowin.

SOCIAL HISTORY

INTERVIEW

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- General:** Information to be obtained from the parents  
Name of subject \_\_\_\_\_  
Address \_\_\_\_\_

2. Age at time of interview \_\_\_\_ 3. Case number \_\_\_\_  
5. Date of Birth \_\_\_\_ 6. No. of persons living together at present \_\_\_\_

Persons with whom the subject has lived since birth

- | 7. Biological Parents |                  |
|-----------------------|------------------|
|                       |                  |
| 1/ Birth              | 2/ Last          |
| Age                   | Marital Duration |
| Place                 | Status : (years) |
| 3. Father             | 3/ attended      |
| 4. Mother             | 4/ apply         |
|                       | 5/ orary         |
|                       | 6/ permanent     |
|                       | 7/ unemployed    |
|                       | 8/ relationship  |
|                       | 9/ work          |
|                       | 10/ present      |

- / A. Rural; B. Metropolitan Area; C. Island urban zone

- S-single; C-legally married; D-divorced; Sp-separated; Cs-consensual marriage; Cto.-concubine

- A. 1st - 4th grades; B. 5th - 8th grades; C. 9th - 12th grades; D. 13th - 16th; E. Vocational; F. Additional

- A. (High) 1. professional; 2. semi-professional; 3. business owner  
 B. (Middle) 1. commercial farm manager; 2. white collar salesman; 3. farm owner or manager; 4. clerk; 5. skilled laborer

- LABORER**

C. (low) 1. semi-skilled laborer; 2. unskilled laborer; 3. service worker; 4. vendor; 5. farm day laborer  
 D. (Other) 1. housewife; 2. student; 3. retired; 4. incapacitated; 5. self-employed; 6. Other (specify)

- / A. Immediate family: 1. parents (or substitutes); 2. siblings; 3. half-siblings  
 B. Close relatives: 1. grandparents; 2. aunts and uncles; 3. other (specify)  
 C. Close friends: 1. God parents; 2. neighbors; 3. friends

- A. Year of separation and whereabouts  
B. Institution: 1. penal; 2. non-penal  
C. Absence: 1. death; 2. emigration  
D. Other home: 1. relatives; 2. remarried; 3. alone; 4. temporary  
E. At home: 1. all the time; 2. intermittently

- #### / A. Year of separation and whereabouts

- B. Institution: 1. penal; 2. non-penal  
 C. Absence: 1. death; 2. semi creation

- D. Other name: 1. relatives; 2. remarrying;

8. Substitute parents

		EMPLOYMENT		Type of work	
1/ Birth	2/ Duration	Last 3/ Does not Temp- orary	4/ Relation-ship to Past:sent:subject	Present :Pre:ship to whereabouts	Present :whereabouts
Age	place	Status: (years)	attended: apply	Employed	Unemployed
a.	..	..	..	..	..
b.	..	..	..	..	..
c.	..	..	..	..	..
d.	..	..	..	..	..
e.	..	..	..	..	..

9. Age of boy at first family break-up: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 0

10. Reason for first family break-up: 1/

11. Boy has two mother figures: Yes        No       

12. Boy had two father figures: Yes        No       

4/ A. Rural; B. Metropolitan Area; C. Island urban zone

2/ S-single; C-legally married; D-divorced; Sp-separated; Cs-consensual marriage; Cto.-concubinage

- 3/ A. 1st - 4th grades; B. 5th - 8th grades; C. 9th - 12th grades; D. 13th - 16th; E. Vocational; F. Additional  
4/ A. (High) 1. professional; 2. semi-professional; 3. business owner  
 B. (Middle) 1. commercial farm manager; 2. white collar salesman; 3. farm owner or manager; 4. clerk; 5. skilled laborer  
 C. (Low) 1. semi-skilled laborer; 2. unskilled laborer; 3. service worker; 4. vendor; 5. farm day laborer  
 D. (Other) 1. housewife; 2. student; 3. retired; 4. incapacitated; 5. self-employed; 6. Other (specify)

5/ A. Immediate family: 1. parents (or substitutes); 2. siblings; 3. half-siblings

B. Close relatives: 1. grandparents; 2. aunts and uncles; 3. other (specify)

C. Close friends: 1. God parents; 2. neighbors; 3. friends

6/ A. Year of separation and whereabouts

B. Institution: 1. penal; 2. non-penal

C. Absence: 1. death; 2. emigration

D. Other home: 1. relatives; 2. remarried; 3. alone; 4. temporary

E. At home: 1. all the time; 2. intermittently

- 7/ Break-up: 1. death; 2. emigration; 3. absence; 4. job; 5. delinquency; 6. separation, divorce, remarriage;  
 7. spurious relationship; 8. no separation; 9. not determined

persons with whom subject has lived since his birth (make a cross to signify the subject's position in the family).

13. Siblings, Half-siblings, Peers  
(Begin with the oldest)

Subject's Name; Relationship to subject 8/	Age	Schooling			Employment			Type : Present
		Pres:	Last ent	grade	Does not	Temp- or	Unem- or	
a.								
b.								
c.								
d.								
e.								
f.								
g.								
h.								
i.								
j.								

8/ See footnote 5, page 1

9/ See footnote 3, page 1

10/ See footnote 4, page 1

11/ See footnote 6, page 1

14. Other Relatives or Adults

Subject's Age	Name, Relation- ship to subject	Sex	Age	Schooling		Employment	Type of work	Present where- abouts	<u>11/</u>
				Pres- ent	Last grade	Does not assist	Temp- orary	Unem- ployed	
a.									
b.									
c.									
d.									
e.									
f.									

8/ A. Immediate family: 1. parents (or substitutes); 2. siblings; 3. half-siblings  
B. Close relatives: 1. grandparents; 2. aunts and uncles; 3. other (specify)  
C. Close friends: 1. God parents; 2. neighbors; 3. friends

- 9/ A. 1st - 4th grades; B. 5th - 8th grades; C. 9th - 12th grades; D. 13th - 16th; E. Vocational; F. Additional (High) 1. professional; 2. semi-professional; 3. business owner (Middle) 1. commercial farm manager; 2. white collar salesman; 3. farm owner or manager; 4. clerk; 5. skilled laborer (Low) 1. semi-skilled laborer; 2. unskilled laborer; 3. service worker; 4. vendor; 5. farm day laborer (Other) 1. housewife; 2. student; 3. retired; 4. incapacitated; 5. self-employed; 6. Other (specify)
- 10/ A. Year of separation and whereabouts  
B. Institution: 1. penal; 2. non-penal  
C. Absence: 1. death; 2. emigration  
D. Other home: 1. relatives; 2. remarried; 3. alone; 4. temporary  
E. At home: 1. all the time; 2. intermittently
- 11/ A. Year of separation and whereabouts  
B. Institution: 1. penal; 2. non-penal  
C. Absence: 1. death; 2. emigration  
D. Other home: 1. relatives; 2. remarried; 3. alone; 4. temporary

B. Subject's mobility from time of birth to the present (include parent address).

1. Changes of Address  
Should agree with section A-7 to 10

Subject's age	With whom resided 12/	Address	Metro-Is-politan:land area	Rural:Reasons for change	Type of neighborhood: Does not apply
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					

12/ Household heads: 1. biological parents; 2. one parent; 3. parent and substitute; 4. grandparents; 5. older sibling; 6. adult relatives; 7. close family friends

- 13/ A-Metropolitan and B-Island Urban
- 1. slum
  - 2. minimum facilities
  - 3. commercial
  - 4. public housing
  - 5. residential
  - 6. other (specify)

C-Rural Area

- 1. squatters
- 2. government plots
- 3. rented land
- 4. own property
- 5. other (specify)

C-Social

- 1. separation/divorce
- 2. marriage
- 3. condemned area
- 4. more convenient location

B-Health

- 1. illness
- 2. death

- 14/ A-Economic
- 1. unemployed
  - 2. new employment
  - 3. improved conditions

B-Regular

- 1. narcotic center
- 2. bars/gambling center
- 3. prostitution center

C-Good

- 1. near recreation area
- 2. near church or school or community center
- 3. no street gangs or centers of vice

15/ A-Undesirable

- 1. industrial
- 2. commercial
- 3. residential, no recreation center nearby

**2. Institutions Subject has Attended**

<u>Subject's age upon Entering : Leaving</u>	<u>Name of Institutions</u>	<u>Reasons for Escape</u>	<u>Does not apply</u>
	<u>Correctional</u>	<u>Non-correctional 16/ admittance 17/</u>	<u>Yes : No : Don't know</u>

<u>3. Subject's Mobility</u>	<u>Yes : No : Circle age of boy at each separation</u>	<u>Years</u>	<u>Reason for separation 17/</u>
a. Has boy left home: <u>at any time</u>	: 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : 10 : f		
b. Has boy been to US:	: 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 : 10 : f		

**C. Economics**

**1. Family Income**

<u>Family providers</u>	<u>Source of income</u>	<u>Amount per month</u>	<u>Monthly</u>
		<u>Contributed</u>	<u>Total</u>
a.	: Public : Social : Pension : Other	: Earnings : to family	: Fer capita
b.			
c.			
d.			
e.			

**16/ Non-correctional:** A-medical; B-mental; C-shelter; 4-other (specify)

**17/ A-Parental behavior**

1. abandonment-negligence
2. rejection
3. law evasion
4. illness or death

**B-Subject's behavior**

1. delinquency
2. incorrigibility
3. law evasion

**C-Social situation**

1. separation/divorce
2. remarriage of parent
3. subject-adult conflict at home
4. economic
5. other (specify)

**D-Health**

1. mental
2. physical

- 18/ A. Immediate family:** 1. parents (or substitutes); 2. siblings; 3. half-siblings  
**B. Close relatives:** 1. grandparents; 2. aunts and uncles; 3. other  
**C. Close friends:** 1. God parents; 2. neighbors; 3. friends

If the subject works, type of work 19/

-7-

3. Has the family received welfare assistance?

- a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
3. Basic debts  
a. groceries  
b. clothing  
c. housing  
d. electric iron  
e. refrigerator  
f. washing machine  
g. other (specify) \_\_\_\_\_  
h. does not apply \_\_\_\_\_
4. Which?  
a. public welfare \_\_\_\_\_  
b. latchroom \_\_\_\_\_  
c. other (specify) \_\_\_\_\_
5. Length of time  
a. less than a year \_\_\_\_\_  
b. 1-2 years \_\_\_\_\_  
c. 3-5 years \_\_\_\_\_  
d. 6-10 years \_\_\_\_\_  
e. 11 and more years \_\_\_\_\_
6. Savings  
a. bank \$ \_\_\_\_\_  
b. other form (specify) \_\_\_\_\_  
c. none \_\_\_\_\_  
d. does not apply \_\_\_\_\_
7. Insurances  
a. life \_\_\_\_\_  
b. property \_\_\_\_\_  
c. Social security \_\_\_\_\_  
d. pension plan \_\_\_\_\_  
e. other (specify) \_\_\_\_\_
8. Secondary debts  
a. radio \_\_\_\_\_  
b. television \_\_\_\_\_  
c. automobile \_\_\_\_\_  
d. air-conditioner \_\_\_\_\_  
e. travel \_\_\_\_\_  
f. other (specify) \_\_\_\_\_  
g. does not apply \_\_\_\_\_
9. Housing rental  
\$ \_\_\_\_\_ 20/

D. Family Health History

Illnesses of subject and relatives

a. Physical	onset	Duration	Home	patient	Kinship 21/	Does not apply	Treatment		Relatives		
							Age at onset	Hospitalized	Out patient	Home	Duration
1. measles											
2. small pox											
3. mumps											
4. whooping cough											
5. colds											
6. convulsions											
7. Asthma											
8. typhoid											
9. epilepsy											
10. tuberculosis											
11. diphteria											
12. parasites											
13. diabetes											
14. gastroenteritis											
15. encephalitis											
16. cancer											
17. meningitis											
18. ulcers											

21/ M-mother; Ms-mother substitute; P-father; s-father substitute; H-sibling; Hs-half-sibling; Hc-adoptive sibling

S u b j e c t	T r e a t m e n t			R e l a t i v e
	Age at onset	Duration	Hospitalized	
8. Physical				Hospitalized
9. High blood pressure				Out
19. we				Not
20. asthma				Apply
21. heart disease				
22. rheumatism				
23. arthritis				
24. infections (nose, eyes, ears, throat)				
25. skin ailments				
26. venereal illness				
27. obesity				
28. head injuries				
29. head aches				
30. abdominal pains				
31. raucea				
32. voiding				
33. chills				
34. encopresis (involuntary defecation)				
35. diaphoresis (excessive perspiration)				
36. syncope (fainting)				

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21/ M-mother; Ms-mother substitute; P-father; Ps-father substitute; H-sibling; Mh-half-sibling; Hc-adoptive sibling

Subject		Treatment	Treatment	Relatives	Treatment	Treatment	Treatment
	Age at onset	Hospitalized	Out		Hospitalized	Out	Does not apply
37. fractures							
38. visceral operations							
39. deformity							
40. drugs							
41. Alcoholism							
42. smoking							
43. other (specify)							

b. Mental

1. mental illness 22/
2. mental defectiveness 23/

Name of Hospital

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E. Home Visit

1. Type of house
  - a. own home
  - b. apartment
  - c. other (specify) \_\_\_\_\_
2. Type of construction
  - a. wood
  - b. cement
  - c. zinc
  - d. other (specify) \_\_\_\_\_

21/ M-mother; Ms-mother substitute; P-father; Ps-father substitute; H-sibling; Mh-half-sibling; Hc-adoptive sibling.

22/ Includes: psychosis; psychoneurosis; psychopathy; sexual perversions; delirium tremens; mark emotional instability; extreme impulsivity; nervousness; "craziness"; "out of reality", etc.

23/ Includes: mental retardation; dullness; cerebral paralysis.

### 3. Number of rooms in the house

4. Type of Lighting

  - electric \_\_\_\_\_
  - gas \_\_\_\_\_
  - candle \_\_\_\_\_
  - other (specify) \_\_\_\_\_

5. Cooking facilities

  - wood \_\_\_\_\_
  - coal \_\_\_\_\_
  - kerosene \_\_\_\_\_
  - fluid gas \_\_\_\_\_
  - electricity \_\_\_\_\_

6. Water facilities

  - rain water \_\_\_\_\_
  - river water \_\_\_\_\_
  - ecqueduct \_\_\_\_\_
  - communal pump \_\_\_\_\_

## 7: Sleeping accommodations

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8. Chattel and other belongings

- a. table \_\_\_\_\_
- b. chairs \_\_\_\_\_
- c. benches \_\_\_\_\_
- d. boxes \_\_\_\_\_
- e. hammock \_\_\_\_\_
- f. refrigerator \_\_\_\_\_
- g. washer \_\_\_\_\_
- h. electric iron \_\_\_\_\_
- i. dining set \_\_\_\_\_
- j. bed \_\_\_\_\_
- k. crib \_\_\_\_\_
- l. chest \_\_\_\_\_
- m. clothes closet \_\_\_\_\_
- n. mirrors \_\_\_\_\_
- o. sofa \_\_\_\_\_
- p. lamps \_\_\_\_\_
- q. pictures \_\_\_\_\_
- r. flowers \_\_\_\_\_
- s. paintings \_\_\_\_\_
- t. other (specify) \_\_\_\_\_

9. Cleanliness

- |        | Dishes                          | Clothes and laundry put away: | Living room |
|--------|---------------------------------|-------------------------------|-------------|
| a. Yes | :Beds made :Clean floor: washed | :in order :                   | :           |
| b. No  | :                               | :                             | :           |

10. Environment

- |        | Clean streets | Closed Sewage system: | Paved | Lighted | With street exists |
|--------|---------------|-----------------------|-------|---------|--------------------|
| a. Yes | :             | :                     | :     | :       | :                  |
| b. No  | :             | :                     | :     | :       | :                  |

11. Religious affiliation

- |             | Pante-   | Disciples | Adventist | Spiri- | Mitis: | None | conflicts: | exist | Yes | No |
|-------------|----------|-----------|-----------|--------|--------|------|------------|-------|-----|----|
| a. Husband  | Catholic | of Christ | Adventist | Other  | ..     | ..   | ..         | ..    | ..  | .. |
| b. Wife     | ..       | ..        | ..        | ..     | ..     | ..   | ..         | ..    | ..  | .. |
| c. Children | ..       | ..        | ..        | ..     | ..     | ..   | ..         | ..    | ..  | .. |

## 12. Religious observance

	<u>Weekly</u>	<u>Monthly</u>	<u>Holidays only</u>	<u>Never</u>
a. Husband	..	..	..	..
b. Wife	..	..	..	..
c. Children	..	..	..	..

F. School History of the Subject

1. Name \_\_\_\_\_

2. Address \_\_\_\_\_

4. Chronological list of experiences (individually by grade):

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Schools subject has attended : \_\_\_\_\_ Name : \_\_\_\_\_ Address : \_\_\_\_\_

Absentism : \_\_\_\_\_ days or more : \_\_\_\_\_ Promoted : \_\_\_\_\_ Yes : No : \_\_\_\_\_

Report on conduct : \_\_\_\_\_ Yes : No : \_\_\_\_\_

5. Last report given to the boy by his teachers

Hostile		Withdrawal	
A. Serious misbehavior	B. Unruly behavior	C. Psychic escape	
1. cruel		1. isolated	
2. fights		2. slow	
3. lies		3. inattentive	
4. cheats		4. daydreams	
5. destructive		5. quiet	
6. steals		6. sensitive	
7. provokes with profanity		7. truant	
8. other (specify) _____		8. other (specify) _____	
 G. Family relationships (asked of mother)			
1. Have you and your spouse ever separated?			
a. yes	_____	a. once	_____
b. no	_____	b. twice	_____
c. intermittently	_____	c. more times	_____
d. other (specify) _____		d. does not apply	_____
2. How many times have you been separated?			
a. once	_____	i. don't know	_____
b. twice	_____	j. does not apply	_____
c. more times	_____	k. other (specify) _____	
d. does not apply	_____		
3. What caused the separation?			
a. anger	_____	e. incompatibility	_____
b. extramarital affairs	_____	f. penal intervention	_____
c. debts	_____	g. family intervention	_____
d. migration	_____	h. irresponsibility	_____
4. Your husband sleeps at home			
a. one night a week	_____	d. four to six nights a week	_____
b. two nights a week	_____	e. every night	_____
c. three nights a week	_____	f. never	_____
5. For the sake of your children's protection, how many times did you have to unite yourself with a man?			
a. once	_____	c. three	_____
b. twice	_____	d. four and more	_____

6. Age of boy when first separated from mother  
a. less than 1 year \_\_\_\_\_ c. 4-7 years \_\_\_\_\_  
b. 1-3 years \_\_\_\_\_ d. 8-12 years \_\_\_\_\_ e. 13 or more \_\_\_\_\_

Which of the following exist between you and your spouse?  
(Asked of each spouse, individually)

- |  | Some-times  | Don't know  | Area of conflict | Does not apply |
|--|-------------|-------------|------------------|----------------|
|  | Yes: No     | times       | conflict         | not apply      |
| 6. tells the other his problems  | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 7. shares income with family   | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 8. backs the other when disciplining children                              | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 9. holds a grudge after an argument  | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 10. discusses a controversial point until a solution is found              | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 11. it is difficult to discuss a problem without getting into a discussion | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 12. concedes to the other for sake of peace                                | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 13. is aware the other is worried and opens way for discussion             | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 14. participates in family planning for the future                         | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 15. blames the other for the undesirable behavior of the children          | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 16. avoids discussion even though spouse has been unjust with children     | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| Who decides the following in your family?                                  |             |             |                  |                |
| 17. when groceries are to be bought  | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |
| 18. when a bed is to be bought   | a. H: _____ | b. M: _____ | c. H: _____      | d. M: _____    |

		Does	not	Some-	Don't	Area of	not	conflict	apply
		: Yes	: No	: times	: know				
		:a.	:b.						
19.	<u>when the family should move</u>								
20.	<u>when a sick child has to be hospitalized</u>	a. H:	b. M:						
21.	<u>when a child should begin schooling</u>	a. H:	b. M:						
22.	<u>how long a child should stay in school</u>	a. H:	b. M:						
23.	<u>when a child needs new clothes</u>	a. H:	b. M:						
24.	<u>when house appliance should be bought (refrigerator, etc.)</u>	a. H:	b. M:						
25.	<u>when entertainment appliances should be bought (T.V., etc.)</u>	a. H:	b. M:						
26.	<u>when a trip should be made</u>	a. H:	b. M:						
<b>Membership in community organizations</b>									
27.	<u>civic groups</u>	a. H:	b. M:						
28.	<u>social group</u>	a. H:	b. M:						
29.	<u>religious group</u>	a. H:	b. M:						
30.	<u>parent-teacher group</u>	a. H:	b. M:						
31.	<u>labor unions</u>	a. H:	b. M:						
32.	<u>professional or semi-professional groups</u>	a. H:	b. M:						
33.	<u>cooperatives</u>	a. H:	b. M:						
34.	<u>other (specify)</u>	a. H:	b. M:						

II Subject (asked of mother only).

Which of the following describe the general behavior of the subject?

- |   | Does<br>not<br>apply | Some<br>times | Don't<br>know | Other |
|---|----------------------|---------------|---------------|-------|
| 1. He plays with other siblings                                 |                      |               |               |       |
| 2. plays with other older children                              |                      |               |               |       |
| 3. plays with other younger children                            |                      |               |               |       |
| 4. plays with children of mixed ages                            |                      |               |               |       |
| 5. prefers to be alone  |                      |               |               |       |
| 6. plays end in quarrels and tears                              |                      |               |               |       |
| 7. fights excessively with other siblings                       |                      |               |               |       |
| 8. uses obscene words excessively                               |                      |               |               |       |
| 9. plays in the house only                                      |                      |               |               |       |
| 10. is permitted to bring his friends to the house              |                      |               |               |       |
| 11. plays on the street near the house                          |                      |               |               |       |
| 12. likes to go to other streets and neighborhoods              |                      |               |               |       |
| 13. when he is attacked by outsiders, other siblings defend him |                      |               |               |       |
| 14. he defends himself independently of others                  |                      |               |               |       |
| 15. when attacked by outsiders, he protects his siblings        |                      |               |               |       |
| 16. he shares the belongings with other siblings                |                      |               |               |       |
| 17. he resents when others borrow his belongings                |                      |               |               |       |

	Yes	No	Some times	Don't know	Other	Docs apply	not
18. he likes to be consulted before his things are borrowed							
19. he states that his parents favor one sibling over another							
20. when a sibling wins something, he feels badly							
School attitudes							
21. he likes school							
22. his siblings like school							
23. he misses classes							
a. when ill							
b. when he has no clothes							
c. when he hasn't done his homework							
d. when he is needed at home							
e. he is rarely absent							
24. he became a drop-out							
a. when he became ill							
b. when he found a job							
c. when he got left back							
d. when he got into trouble							
e. when he disliked the teacher							

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Which of the following activities does the subject participate in?

	Does not apply	Some- times	Don't know	Yes No	Other
25. school activities					
26. social groups					
27. religious groups					
28. going out with friends					
29. visiting neighbors					
30. visiting relatives					
31. staying or playing at home					
32. sports					
33. watching television					
34. dancing					
35. helping the parents					
36. helping the relatives					
37. helping the neighbors					
38. work/employment					
39. doing homework					
40. belonging to gang					
41. movies					
42. he is very excitable at times, then very depressed					

	Does not apply	Some- times	Don't know	Area of conflict
	Yes:	No:	times	
<b>III Parents and subject (to be answered by the parents individually).</b>				
<b>* 1. What schooling would you like subject to attain?</b>				
a. up to 8th grade				
b. from 9th to 12th grade				
c. vocational training				
d. university				
e. as far as he would like to go	a. H: b. M:			
<b>* 2. What schooling do you think he'll actually achieve?</b>				
a. up to 8th grade				
b. from 9th to 12th grade				
c. vocational training				
d. university				
e. other (specify)	a. H: b. M:			
<b>3. Parents help with the homework</b>	a. H: b. M:			
<b>4. Parents provide quiet corner for subject to study</b>	a. H: b. M:			
<b>* 5. What vocation/career would you like subject to take, if possible?</b>				
a. mechanic, repairman, factory worker				
b. chauffeur, peddler, salesman				
c. plumber, carpenter, electrician				
d. police, inspector, private guard				
e. U.S. Army or other service				
f. government employee, office worker, own business				
g. teacher, university instructor, political career				
h. doctor, lawyer, dentist				
i. writer, painter, sculptor, sportsman	a. H: b. M:			
j. other (specify)				
<b>* 6. What do you think he'll actually do?</b>				
a. mechanic, repairman, factory worker				
b. chauffeur, peddler, salesman				
c. plumber, carpenter, electrician				
d. police, inspector, private guard				
e. U.S. Army or other service				
f. government employee, office worker, own business (continue next page)				

### \* Open end questions

	Does not apply	Are of conflict	Some- times	Don't know	Yes:
* What do you think he'll actually do? (continued)					
g. teacher, university instructor, political career					
h. doctor, lawyer, dentist					
i. writer, painter, sculptor, sportsman					
j. other (specify)	a. H: b. M:				
discipline of subject					
7. When the subject disobeys, you					
a. always correct him					
b. depends on your mood					
c. ignore his poor behavior					
d. other (specify)	a. H: b. M:				
8. When you learn of his misbehavior, you					
a. try to discuss the matter with him, but he makes you lose patience					
b. feel he has always caused trouble					
c. feel helpless					
d. feel only punishment will straighten him out	a. H: b. M:				
9. You notice that you					
a. punish him the same way for the same reason					
b. are forced to punish him rather severely	a. H: b. M:				
c. get tired of disciplining him					
10. To discipline him, you					
a. threaten him with punishment					
b. send him to bed					
c. strap him					
d. strike him with the hand					
e. kneel him					
f. undress him					
g. lock him in a room					
h. tie him	a. H: b. M:				

		Does not apply	conflict	Area of conflict	Don't know	Some- times	No times	Yes:
11.	You dislike having to discipline him because							
a.	he won't like you							
b.	you don't like to lose your temper							
c.	you prefer reasoning with him							
d.	it doesn't bother you							
e.	you prefer to take a privilege away	a. H: b. M:						
12.	When the subject is scolded							
a.	he cries							
b.	he shows fear							
c.	he gets angry							
d.	he uses improper language							
e.	he hides or runs away							
f.	other (specify)	a. H: b. M:						
13.	The subject must be scolded							
a.	everyday							
b.	several times weekly							
c.	once in a while							
d.	rarely							
e.	other (specify)	a. H: b. M:						
14.	The subject must be physically struck							
a.	everyday							
b.	several times weekly							
c.	once in a while							
d.	rarely							
e.	other (specify)	a. H: b. M:						
15.	You answer "no" more often than "yes" to the subject's requests	a. H: b. M:						
16.	Even though your spouse has been unfair to the subject, respect leads you to avoid interfering	a. H: b. M:						

:Yes: No : Some- times : Don't : Area of : Does :  
:No: Yes : know : conflict : apply : not :

17. The subject says that

  - a. you do not love him
  - b. you prefer another sibling
  - c. you do not worry about him
  - d. you permit your spouse to be unfair to him
  - e. you are too strict with him
  - f. you do not understand him
  - g. a. and b.

18. He says you understand him

19. The boy's supervision is or has been divided between two women (men)  
a. at the same time  
b. at subsequent times

20. These two persons agree on how to rear the boy

21. In disciplining the boy, you would say that

  - a. you like instant obedience
  - b. you are adequately firm
  - c. you are permissive

22. The other person, you would say

  - a. likes instant obedience
  - b. is adequately firm
  - c. is permissive

23. You feel the other person exerts more authority over boy than you

24. The other person was able to spend more time with the boy

\* These questions should be asked of the husband about wife; of wife about husband. If spouse is missing, ask person directly. Please indicate who answered.

You feel that the subject was		Does	Some-	Don't	Area of	not		
			Yes:	No:	times	know	conflict	apply
25. your favorite offspring								
			:a. H:					
			:b. M:					
26. the easiest to raise								
			:a. H:					
			:b. M:					
27. the most affectionate								
			:a. H:					
			:b. M:					
28. the quietest								
			:a. H:					
			:b. M:					
29. the closest to you								
			:a. H:					
			:b. M:					
30. the most short tempered								
			:a. H:					
			:b. M:					
31. the most stubborn								
			:a. H:					
			:b. M:					
32. the most difficult to raise								
			:a. H:					
			:b. M:					
33. the most sensitive								
			:a. H:					
			:b. M:					
34. the most incorrigible								
			:a. H:					
			:b. M:					
35. the most dishonest								
			:a. H:					
			:b. M:					
36. the slowest learner								
			:a. H:					
			:b. M:					

	Does	Some-	Don't	Areas of	not
	know	times	conflict	apply	
37. the most easily influenced to wrong doing	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
38. the most destructive	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
39. the happiest	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
40. provoked you the most	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
41. the most disaffected	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
42. the most irresponsible	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
43. the most hostile	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
44. the most peaceful	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
45. the most attractive	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
46. the most attractive	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
47. the darkest	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				
48. the subject resembled you most	:Yes:	No	Some-	conflict	not
	:a. H:				
	:b. M:				

		Does not apply	conflict	Area of conflict	Don't know	Some- times	Yes: No
49.	was the child you devoted most time to						
50.	needed you most						
51.	was the child you enjoyed conversing the most with						
52.	was the child you like going out with most						
53.	was the child most alienated from you						
54.	contradicted you most						
55.	worried you most as he grew older						
56.	worried you most since he was an infant						
57.	feared you						
58.	was apiteful to you						
59.	was the most independent						
60.	was the most helpful						

Yes: No : times : know : conflict : Does :  
Some- : Don't : Area of : not : apply  
:

61. After punishing the subject, you felt **badly**  
a. and kissed him  
b. and bought him candy  
c. and you were easy on him for other things  
d. other (specify)

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- It was difficult to correct the subject

  - a. the spouse intervened
  - b. another adult relative intervened
  - c. your job kept you out of home
  - d. other (specify)

63: Why do you think the subject committed the ~~del~~ inaccuracy?

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IV. Relations between the mother and the subject

1. The childbirth was
  - a. premature
  - b. normal
  - c. other (specify) \_\_\_\_\_
2. When the subject was born you were in
  - a. good health
  - b. poor health
  - c. other reason (specify) \_\_\_\_\_
3. It was a birth that was
  - a. difficult
  - b. executed with instruments
  - c. breech
4. You didn't want this child because
  - a. you didn't wish more children than you had \_\_\_\_\_
  - b. you had marital problems
  - c. you had to leave work
  - d. you didn't have a husband
  - e. you were alone
  - f. you were sick
  - g. other reason (specify) \_\_\_\_\_
  - h. does not apply
5. When you were ill, the subject was cared for by
  - a. an older child
  - b. your mother (child's grandmother)
  - c. adult relative or friend
  - d. no one
  - e. other reason (specify) \_\_\_\_\_
6. As an infant (up to 3rd year) the subject was sickly because
  - a. he was delicate
  - b. his stomach upset easily
  - c. he fell
  - d. he liked to eat dirt
  - e. he had parasites
  - f. you do not know
  - g. subject was healthy
  - h. other (specify) \_\_\_\_\_
7. Subject spoke when he was
  - a. 0-2 years
  - b. 3 years
  - c. 4 years
  - d. 5 years
  - e. more than 5 years
8. Subject wet the bed until the age of
  - a. less than 3 years
  - b. 3 to 4 years
  - c. 5 to 7 years
  - d. 8 to 12 years
  - e. 13 and more
9. Subject sucked his thumb until the age of
  - a. less than 3 years
  - b. 3 to 4 years
  - c. 5 to 7 years
  - d. 8 to 12 years
  - e. 13 and more years

10. You left the baby alone in the crib to feed himself when he was
- before 5 months
  - from 6 to 12 months
  - from 13 to 18 months
  - from 19 to 30 months
  - other (specify) \_\_\_\_\_
11. Did the subject have tantrums?
- yes
  - no
  - sometimes
  - other (specify) \_\_\_\_\_
12. Before attending school you had to work or leave subject alone
- all the time
  - part of the time
  - other (specify) \_\_\_\_\_
13. Age of boy when first separated from mother
- less than 1 year
  - 1 to 3 years
  - 4 to 7 years
  - 8 to 12 years
  - 13 or more
14. By the age of 10, the child knew how to
- stay alone
  - care for siblings
  - cook meals
  - iron own clothes
  - a and b
  - a, b, and c
  - a, b, c, and d
  - other (specify) \_\_\_\_\_
15. When circumstances made a separation necessary, it was possible to see the subject
- everyday
  - several times a week
  - weekly
  - monthly
  - every 2/3 months
  - unable to see each other
  - never separated
  - does not apply
  - other (specify) \_\_\_\_\_
16. You believe that pre-school children
- do not remember their past
  - do not feel
  - are innocent
  - do not understand things
  - perceive, feel and remember
  - other (specify) \_\_\_\_\_
17. When you make a promise to the subject, something always happened to keep you from your promise
- yes
  - no
  - sometimes
  - does not apply
  - other (specify) \_\_\_\_\_
18. You threatened the subject that you will tell father what he did
- yes
  - no
  - sometimes
  - does not apply
  - other (specify) \_\_\_\_\_

19. You tell father of subject's misbehavior

- a. yes
- b. no
- c. sometimes
- d. does not apply
- e. other (specify) \_\_\_\_\_

20. Father is too strict with subject

- a. yes
- b. no
- c. sometimes
- d. does not apply
- e. other (specify) \_\_\_\_\_

21. When threatened with punishment, the subject

- a. cries
- b. runs away from home
- c. says what he feels
- d. becomes angry
- e. hides
- f. does not apply
- g. other (specify) \_\_\_\_\_

22. When the subject behaves, you

- a. expect such behavior
- b. demonstrate your pleasure
- c. express your pleasure
- d. kiss and embrace him
- e. do not say anything
- f. does not apply
- g. other (specify) \_\_\_\_\_

23. Punishment does not have any affect on the subject

- a. yes
- b. no
- c. sometimes
- d. does not apply
- e. other (specify) \_\_\_\_\_

24. The subject sleeps out

- a. several times a week
- b. at least once a week
- c. occasionally
- d. never
- e. other (specify) \_\_\_\_\_

25. Age at which boy began to

- a. stay out late
- b. sleep out
- c. run away from home
- d. truant
- e. lie
- f. steal
- g. beg

(continue on next page)

- |         |                      |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
|---------|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|----|--|--|--|--|--|
| :0:1:2: | 3                    | : | 4 | : | 5 | : | 6 | : | 7 | : | 8 | : | 9 | : | 10 | : | 11 | : | 12 | : | 13 | : | 14 | : | 15 | : | 16 | : | 17 | : | 18 |  |  |  |  |  |
| h.      | sex play:            |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| i.      | masturbate           |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| ii.     | homosexuality        |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| iii.    | heterosexuality      |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| i.      | smoke                |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| j.      | drink                |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| k.      | gamble               |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| l.      | use obscene language |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| m.      | tantrums             |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| n.      | destructive mischief |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |
| o.      | uses narcotic drugs  |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |  |  |  |  |  |

V. Family delinquency history

Has the law intervened in any of the following respects with family members?

1. Family member (violations in accordance with the Puerto Rico Department of Police classification)

Type I	Type II	Type III	Type IV	Type V	Type VI	Type VII
i. robbery					xlii. other sexual delinquencies	
ii. homicide					xlv. delinquencies against children or family	
iii. burglary					xv. narcotics	
iv. aggravated assault					xvi. alcoholic act	
v. rape					xvii. drunkenness	
vi. larceny					xviii. disturbing the peace	
vii. auto theft					xix. illegal games	

- A. Immediate family: 1. parents (or substitutes) 2. siblings; 3. half-siblings  
B. Close relatives: 1. grandparents; 2. aunts and uncles; 3. other (specify) (con't -ue on next page)  
C. Close friends: 1. God parents; 2. neighbors; 3. friends

Type II	Family 24 : Inci- member : dence
viii. forgery	
ix. embezzlement	
x. purchase, possession or receipt of stolen goods	
xii. arms possession	
xii. operation of house of prostitution	
	xxi. violation of transit laws
	xxii. other violation of laws
	xxiii. other types of delinquencies
	xxiv. other aggressions
	(Incorrigible-specify type behavior)

## **Subject's delinquency history**

<sup>24</sup>/ See footnote 24, page 31.

25/ P. father; M. mother; H. sibling; F. other relative

26/ A-transferred to Adult Court; B-exonerated  
C-relinquished to: 1. correctional institute; 2. parents or their substitutes; 3. substitute home; 4. probation  
5. parole; 6. other (specify)

**2. Interviewer**

- i. Is subject aware of his delinquency? Yes \_\_\_\_\_ No \_\_\_\_\_ Other (specify) \_\_\_\_\_
- ii. Has he manifested remorse? Yes \_\_\_\_\_ No \_\_\_\_\_ Other (specify) \_\_\_\_\_
- iii. Has he been able to explain his motivation toward delinquency? Yes \_\_\_\_\_ No \_\_\_\_\_ Other (specify) \_\_\_\_\_
- iv. Boy's explanation of delinquency behavior

Number of interviews with mother \_\_\_\_\_  
Number of interviews with father \_\_\_\_\_  
Total time invested \_\_\_\_\_

Number of interviews with social agencies \_\_\_\_\_  
Number of interviews with schools \_\_\_\_\_  
Total time invested \_\_\_\_\_

-114-

-34-

Interviewers additional comments

-35-

Social information obtained from agency records

Agency and date : Date of information :

.....  
.....

CODES FOR SOCIAL HISTORY DATA

Note: Unless otherwise indicated, item is to be recorded and coded as of date of examination.

U.J.D. Table  
Nos. and Codes

Puerto Rico Codes

Table IV-1  
(Social 4)

A1. Age of Subject at Time of Psychiatric  
Examination

1-6.  
7,8.  
9,10.  
11,12.

1. Less than Fourteen Years
2. Fourteen Years
3. Fifteen Years
4. Sixteen Years
5. Seventeen Years

Table IX-I  
(Social 8)

Not  
Comparable

A2. Birthplace of Father

1. Puerto Rico: Rural
2. Metropolitan
3. Urban
4. United States
5. Caribbean Area
6. Other Country

12. Not Determined

Table IX-1  
(Social 9)

Not  
Comparable

A3. Birthplace of Mother

1. Puerto Rico: Rural
2. Metropolitan
3. Urban
4. United States
5. Caribbean Area
6. Other Country

12. Not Determined

No Table  
(Social 1)

Not  
Comparable

A4. Birthplace of Subject

1. Puerto Rico: Rural
2. Metropolitan
3. Urban
4. United States
5. Caribbean Area
6. Other Country
12. Not Determined

Table VIII-19  
(Social 21)

- 1.
- 2.
- 3,4.
- 5,7,8.
- 6.
- 9.
- 0.
- 11.
- 12.

A5. Civil Condition of Biological Parents

1. Legally Married, Living Together
2. Legally Married, Temporary Separation Due to Illness, Nature of Occupation, or Imprisonment
3. Separation Due to Conflict
4. Divorced
5. Consensual-Both Parents Single, Living with Each Other
6. Concubinage-Father Married to Another, Lives with Single Mother; or Mother Married to Another, Lives with Single Father
7. Widowed, Not Remarried
8. Widowed, Remarried
11. Inapplicable
12. Not Known

Table XI-1  
(Social 11)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

A6. Age of Father at Birth of Subject

1. Less than 16 Years
2. 16-21 Years
3. 21-26 Years
4. 26-31 Years
5. 31-36 Years
6. 36-41 Years
7. 41 Years and Over
12. Not Determined

Table XI-I  
(Social 12)

A7. Age of Mother at Birth of Subject

1. Less than 16 Years
2. 16-21 Years
3. 21-26 Years
4. 26-31 Years
5. 31-36 Years
6. 36-41 Years
7. 41 Years and Over
8. Not Determined

Table VIII-15  
(Social 57)

A8. Composition of Household of Which Subject Is Member (Multiple Pwch)

2. a/ Both Parents
2. a/ One Parent Only
2. b/ Siblings
4. One Parent and Stepparent (or Substitute Parent)
6. Relatives
9. Boarders and/or Lodgers
7. Foster Parents
5. Stepparent (s) (or Substitute Parent) Only
11. Not Applicable
12. Not Determined

a/

Includes siblings. Siblings only are coded 11 in U.J.D.

Table VIII-18  
(Social 6)

A9. Whereabouts of Biological Father

- 5,6. Institution: Nonpenal
4. Penal
2. Absence: Death
4. Emigration
8. Other Home: Relatives
6. Remarried
7. Alone
8. Temporary
1. At Home: All the Time
0. Intermittently
12. Not Determined

Table VIII-18  
(Social 7)

- 5,6.  
4.  
2.  
8.  
1.
1. Institution: Nonpenal  
2. Penal  
3. Absence: Death  
4. Emigration  
5. Other Home: Relatives  
6. Remarried  
7. Alone  
8. Temporary  
9. At Home: All the Time  
0. Intermittently

12. Not Determined

Table XI-9  
(Social 47)

2.  
3.  
4.  
5.  
1/..
2. Less than 5 Years  
3. 5 to 10 Years  
4. 10 to 15 Years  
5. 15 Years and Over  
0. None  
11. Inapplicable  
12. Not Determined

Table XI-10  
(Social 46)

2.  
6.  
5.  
7.  
3,4.  
8.  
1.  
9.
1. Death of Parent  
2. Emigration  
3. Absence: Due to Illness  
4. Due to Job  
5. Due to Delinquency of Parent  
6. Separation, Divorce, Remarriage  
7. Spurious Relationship (i.e., boy illegitimate and never had father)  
11. Not Applicable  
12. Not Determined

Table VIII-18 A13. Age of Subject at Death of Father  
(Social 23)

- 2. 1. Less than 5 Years
- 3. 2. 5 to 10 Years
- 4. 3. 10 to 15 Years
- 5. 4. 15 Years and Over
  
- 1. 11. Inapplicable
- 6. 12. Unknown if Father Living or Dead

Table VIII-18 A14. Age of Subject at Death of Mother  
(Social 24)

- 2. 1. Less than 5 Years
- 3. 2. 5 to 10 Years
- 4. 3. 10 to 15 Years
- 5. 4. 15 Years and Over
  
- 1. 11. Inapplicable
- 6. 12. Unknown if Mother Living or Dead

Table XI-12 A15. Parent Substitutes  
(Social 50)

- 1. 1. No
- 2-5. 2. Yes
  
- 6. 12. Not Determined

Not Available A16. Birthplace of Father Substitute

- 1. Puerto Rico: Rural
- 2. Metropolitan
- 3. Urban
- 4. United States
- 5. Caribbean Area
- 6. Other Country
  
- 11. Inapplicable
- 12. Not Determined

Not Available A17. Birthplace of Mother Substitute

- 1. Puerto Rico: Rural
- 2. Metropolitan
- 3. Urban
- 4. United States
- 5. Caribbean Area
- 6. Other Country
  
- 11. Inapplicable
- 12. Not Determined

**Not Available A18. Age of Father Substitute at Joining Subject**

1. Less than 16 Years
2. 16-21 Years
3. 21-26 Years
4. 26-31 Years
5. 31-36 Years
6. 36-40 Years
7. 40 Years and Over
  
11. Inapplicable
12. Not Determined

**Not Available A19. Age of Mother Substitute at Joining Subject**

1. Less than 16 Years
2. 16-21 Years
3. 21-26 Years
4. 26-31 Years
5. 31-36 Years
6. 36-41 Years
7. 41 Years and Over
  
11. Inapplicable
12. Not Determined

**Table IX-7  
(Social 38)**

**A20. Educational Status of Father (or Substitute)  
(highest educational achievement of male  
adult in home for the longest period)**

**Not Comparable**

1. Less than 5th Grade
2. Completed Grade School
3. Completed High School
4. Attended College
5. Attended Vocational School
  
0. None
11. Inapplicable
12. Not Determined

Table IX-7  
(Social 38)

Not  
Comparable

A21. Educational Status of Mother (or Substitute)

1. Less than 5th Grade
2. Completed Grade School
3. Completed High School
4. Attended College
5. Attended Vocational School
  
0. None
11. Inapplicable
12. Not Determined

Table VIII-14  
(Social A-2)

- 5.
- 6.
- 7,12.
- 4.
- 2.
- 1.

A22. Present Occupation of Father (or Substitute)

1. Professional
2. Administrative
3. Self-Employed (own business)
4. Salesman
5. Foreman, Factory Supervisor
6. Skilled (plumber, electrician, carpenter, TV/radio repair)
7. Unskilled (vendor, peddler, porter, factory hand)
8. Service (chauffeur, waiter, sales clerk)
9. Unemployed, Incapacitated
0. Retired
  
11. Inapplicable
12. Not Determined

Table IX-18  
(Social A-4)

- 2.
- 3.
- 4.
- 6.
- 1.
- 5.

A23. Work Habits of Father (or Substitute)

1. Good (steady-even if occasionally changed)
2. Fair (temporary; subject to layoffs; seasonal)
3. Poor (unemployed; receives public welfare; sporadic employment)
  
9. Incapacitated
0. Retired
  
11. Inapplicable
12. Not Determined

Table X-9  
(Social A-5)

- A24. Usual Occupation of Mother (or Substitute)
- 4. 1. Works Regularly:
    - 2. Professional
    - 3. Semi-professional (nurse's aid)
    - 4. Self-employed
    - 5. Office Worker, Secretary
    - 6. Skilled (dressmaker)
  - 5,6. 7. Unskilled (factory, domestic)
    - 8. Unemployed (though usually works)
  - 2. 9. Housewife
  - 3. 10. Employed Occasionally
  - 12. 11. Inapplicable
  - 1. 12. Not Determined

Table VIII-16  
(Social 58)

- A25. Size of Household (including subject)
- 2. 2. Two
  - 3. 3. Three
  - 4. 4. Four
  - 5. 5. Five
  - 6. 6. Six
  - 7. 7. Seven
  - 8. 8. Eight
  - 9. 9. Nine
  - 0. 10. Ten or More
  - 1. 12. Not Determined

Table XI-4  
(Social 27)

- A26. Number of Children in Family  
(include subject as well as any half-or step-siblings living in home)
- 1. 1. Subject Only
  - 2. 2. Two Children
  - 3. 3. Three
  - 4. 4. Four
  - 5. 5. Five
  - 6. 6. Six
  - 7. 7. Seven
  - 8. 8. Eight and Over
  - 9. 12. Not Determined

Table XI-5  
(Social 29)

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
1. Only Child  
2. First Child  
3. Middle Child  
4. Youngest Child  
12. Unknown

Table VIII-2  
(Social 56)

- A27. Rank of Subject Among Siblings
- A28. Length of Time Family Have Lived at Present Address
- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8,9.
  - 0.
1. Less than 12 Months  
2. 12-24 Months  
3. 24-36 Months  
4. 36-48 Months  
5. 48-60 Months  
6. 60-72 Months  
7. 72-84 Months  
8. 84 Months and Over  
9. Throughout Subject's Life  
12. Not Determined

Table VIII-1  
(Social 68)

- Not Comparable
- A29. Type of Neighborhood
- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
  - 9.
1. Metropolitan or Urban Slum  
2. Metropolitan: Minimum Facilities  
3. Commercial  
4. Public Housing  
5. Residential  
6. Rural: Squatters  
7. Government Plots  
8. Rented Land  
9. Own Property  
12. Not Determined

Table IV-3  
(Social 69)

- 2.
  - 3.
  - 4.
2. Good  
3. Fair  
4. Poor

12. Not Determined

Table XIII-1  
(Social 55)

- A31. Length of Residence in Slum Area
- 1. Throughout
  - 2. Last Few Years (at least two years)
  - 3. Intermittently
  
  - 0. None
  - 12. Not Determined

No Table  
(Social 51)

A32. Length of Residence in Urban Area

- 1. Throughout
- 2. All But Few Years
- 3. Few Years
  
- 0. None
  
- 12. Not Determined

Table XIII-2  
(Social 53 and 55)

(53)-2  
(53)-3  
(53)-4  
(53)-5,6,7,8.  
(53)-9,10,11.  
(53)-12 and  
(55)-4-11, incl.  
(55)-12.

- A33. Frequency of Moving
- 1. No Moves
  - 2. Not Excessive (averaging once in 36 months or more)
  - 3. Intermittently Excessive (averaging once in 12-36 months)
  - 4. Excessive (more often than once a year)
  - 5. Less than 5 Moves
  - 6. 5-7 Moves
  - 7. 8 Moves and Over
  
  - 12. Not Determined

Table XIII-4  
(Social 42)

- A34. Age of Subject at First Departure from Home
- 1. Less than 6 Years
  - 2. 6 to 9 Years
  - 3. 9 to 12 Years
  - 4. 12 to 15 Years
  - 5. 15 Years and Over
  
  - 6. Inapplicable
  - 11. Not Determined

Table XIII-3  
(Social 44)

3. 1. Runaway or Bunking Out  
4. 2. To Live with Relatives  
5. 3. To Foster Home  
6. 4. To Hospital (for physical or mental  
health)  
7. 5. To Correctional Institution  
2. 11. Inapplicable  
1. 12. Not Determined

Table XIII-5  
(Social 43)

- A36. Reasons Subject First Left Home (Multiple Punch)
6. { 1. Parental Behavior: Negligence (unsuitable  
home conditions)  
or Abandonment  
2. Delinquency (of  
parent)  
3. Death, Desertion,  
Separation, Divorce  
5. { 4. Delinquency of Subject  
5. Economic Conditions (parents financially  
unable to care for subject)  
6. Illness (mental or physical) of parent  
9. 7. Ill Health (of subject)  
7. 8. Subject Ran Away  
1. 11. Inapplicable  
2. 12. Not Determined

Table XI-7  
(Social 49)

- A37. Number of Household Changes
2. 1. One  
3. 2. Two  
4. 3. Three  
5. 4. Four  
6. 5. Five  
7. { 6. Six  
8. 7. Seven  
1. 8. Eight  
9. 9. Nine and Over  
0. 0. None  
8. 12. Not Determined

Not Available A38. Time Spent by Subject in Penal Institutions

Up to 6th Birthday

1. Less than 12 Months
2. 12-24 Months
3. 24 Months and Over

Between 6th and 12th Birthdays

4. Less than 12 Months
5. 12-24 Months
6. 24 Months and Over

After 12th Birthday

7. Less than 12 Months
8. 12-24 Months
9. 24 Months and Over

0. None

12. Not Determined

Not Comparable A39. Time Spent by Subject Outside of Puerto Rico

Up to 6th Birthday

1. Less than 12 Months
2. 12-24 Months
3. 24 Months and Over

Between 6th and 12th Birthdays

4. Less than 12 Months
5. 12-24 Months
6. 24 Months or Over

After 12th Birthday

7. Less than 12 Months
8. 12-24 Months
9. 24 Months and Over

0. None

12. Not Determined

Not Comparable A40. Reason for Subject's Departure from Puerto Rico  
(Multiple Punch)

1. Parental Behavior: Negligence (unsuitable home conditions) or Abandonment
2. Delinquency (of Parent)
3. Death, Desertion, Separation, Divorce
4. Delinquency of Subject
5. Economic Conditions (parents financially unable to care for subject)
6. Illness (mental or physical) of parent
7. Ill Health (of subject)

Table VIII-13 A41. Breadwinners in Family  
(Social A-1)

- |     |   |
|-----|---|
| 4.  | 1. Father (or father substitute)        |
| 5.  | 2. Mother (or mother substitute)        |
| 9.  | 3. Both Parents (or substitutes)        |
| 6.  | 4. Siblings                             |
| 7.  | 5. Father and Siblings                  |
| 8.  | 6. Mother and Siblings                  |
| -   | 7. Subject                              |
| 0.  | { 8. Father and/or Siblings and Subject |
|     | 9. Mother and/or Siblings and Subject   |
| 11. | 0. Other Adults                         |
| 2.  | 11. No Breadwinner                      |
| 1.  | 12. Not Determined                      |

Table VIII-11 A42. Sources of Family Income (Multiple Punch)  
(Social A-7)

- |    |   |
|----|---|
| 2. | 1. Earnings   |
| 5. | 2. Welfare Agencies   |
| 6. | 3. Relatives or Friends   |
| 7. | 4. Unemployment or Accident Insurance,<br>Compensations, Pensions |
| 8. | 5. Rent from Boarder or Lodger                                    |
| 9. | 6. Support from Father (either separated<br>or divorced)          |
| 1. | 12. Not Determined  |

Table X-1 A43. Family's Management of Income  
(Social A-10)

- |    |                      |
|----|----------------------|
| 2. | 1. Entirely Planned  |
| 4. | 2. Partially Planned |
| 3. | 3. Haphazard         |
| 1. | 12. Not Determined   |

Table VIII-13 A41. Breadwinners in Family  
(Social A-1)

- 4.
- 5.
- 9.
- 6.
- 7.
- 8.
- 
- 0.
- 11.
- 2.
- 1.
- 1. Father (or father substitute)
- 2. Mother (or mother substitute)
- 3. Both Parents (or substitutes)
- 4. Siblings
- 5. Father and Siblings
- 6. Mother and Siblings
- 7. Subject
- 8. Father and/or Siblings and Subject
- 9. Mother and/or Siblings and Subject
- 0. Other Adults
- 11. No Breadwinner
- 12. Not Determined

Table VIII-11 A42. Sources of Family Income (Multiple Punch)  
(Social A-7)

- 2.
- 5.
- 6.
- 7.
- 8.
- 9.
- 1.
- 1. Earnings
- 2. Welfare Agencies
- 3. Relatives or Friends
- 4. Unemployment or Accident Insurance,  
Compensations, Pensions
- 5. Rent from Boarder or Lodger
- 6. Support from Father (either separated  
or divorced)
- 12. Not Determined

Table X-1 A43. Family's Management of Income  
(Social A-10)

- 2.
- 4.
- 3.
- 1.
- 1. Entirely Planned
- 2. Partially Planned
- 3. Haphazard
- 12. Not Determined

Table VIII-10  
(Social A-11)

A44. Economic Condition of Family

- 4. 1. Dependent (continuously dependent upon welfare aid and other assistance)
- 3. 2. Marginal (accumulates little or nothing)
- 2. 3. Comfortable (has sufficient resources to carry family for 3 or 4 months, if necessary)
  
- 1. 12. Not Determined

Table IX-16  
(Social A-13)

A45. Major Reason for Dependency of Family

- 0. 1. Lack of Schooling, Training, Skills (i.e., low earning capacity)
- 4. 2. Physical Incapacities: Retardation, Deformity
- 3,5. 3. Illness: Physical or Mental
- 6,9. 4. Lives in Public Housing (income ceiling is deterrent)
- 8. 5. Emotional Instability of Breadwinner (lazy, lacks ambition)
- 7. 6. Unable to Find Work
  
- 1. 0. No Breadwinner
- 2. 11. Inapplicable
- 2, 12. Not Determined

Not Available

A46. Duration of Social Welfare Assistance to Family Since Marriage of Parents

- 1. 1. Less than 12 Months
- 2. 2. 12-24 Months
- 3. 3. 24-36 Months
- 4. 4. 36-48 Months
- 5. 5. 48-60 Months
  
- 11. 11. Inapplicable
- 12. 12. Not Determined

Tables IX-10  
and IX-11  
(Social 35)

A47. Health of Family—Marked Chronic Pathology  
(Multiple Punch)

(Refers to blood relatives. Purpose is to ascertain whether the boy's family strain is a healthy one, free from inheritable diseases obesity, cancer, tuberculosis, diabetes, kidney, extreme thinness, rheumatism, high blood pressure, diseases of nervous system, etc.)

- Physical 29-4
- 4. 1. Father
  - 5. 2. Mother
  - 3. 3. Siblings
  - 1. 4. Subject
  - 2. 5. Paternal Family
  - 6. 6. Maternal Family
  - 7. 7. Other Adults in Household
  - 8. 0. No Poor Health in Family
  - 7. 12. Not Determined

Table XIV-2  
(Social A-40)

A48. Specific Susceptibilities of Subject  
(Multiple Punch)

- 1. 1. Recurrent Head or Chest Cholds, or Viruses
- 2. 2. Tendency to Infections (boils, septicemia, finger infections)
- 3. 3. Ear Difficulties (earaches, mastoid, ear infections)
- 4. 4. Digestive Disturbances
- 5. 5. Heart Trouble
- 6. 6. Recurrent Convulsive Incidents
- 7. 7. Unconscious Episodes (not result of accident)
- 8. 8. Allergic Phenomena (skin trouble, asthma, hay fever, sinus)
- 9. 9. Recurrent Headaches
- 0. 0. Enuresis-urinary infections
- 11. 11. Extreme Restlessness
- 12. 12. Not Determined

- 1. Father
  - 2. Mother
  - 3. Subject
  - 4. Siblings
  - 5. Paternal Family
  - 6. Material Family
  - 7. Other Adults in Household
  - 0. No Evidence of Drug Usage
  - 12. Not Determined

**Tables IX-10      A50. Alcoholism in Family      (Multiple Punch)**  
and IX-11  
(Social 32)

- 4.           1. Father
  - 5.           2. Mother
  - 3.           3. Subject
  - 1.           4. Siblings
  - 2.           5. Paternal Family
  - 6.           6. Maternal Family
  - 7.           7. Other Adults in Household
  
  - 8.           0. No Evidence of Alcohol Usage
  
  - 7.           12. Not Determined

**Tables IX-10 and IX-11 (Social 33)      A51. Mental Defect or Dullness in Family (Multiple Punch)**

- 4.           1. Father
  - 5.           2. Mother
  - 3.           3. Subject
  - 1.           4. Siblings
  - 2.           5. Paternal Family
  - 6.           6. Maternal Family
  - 7.           7. Other Adults in Household
  - 8.           0. No Evidence of Mental Defects or Dullness
  - 7.           12. Not Determined

Tables IX-6,  
IX-10, IX-11,  
XVIII-43, XIX-4.

{Social 34)-4.  
(Social 34)-5.

Rorschach 55 or  
Psych. 31

{Social 34)-3.  
{Social 34)-1.

{Social 34)-2.  
(Social 34)-6.

(Social 34)-8.

(Social 34)-7.

A52. Mental Disease or Distortion in Family

1. Father
2. Mother
3. Subject
4. Siblings
5. Paternal Family
6. Maternal Family
7. Other Adults in Household
0. No Evidence of Mental Disease or Distortion
12. Not Determined

Table VIII-5

(Social 63)

4.

3.

2.

1.

A53. Sanitary Facilities

1. Excellent (private bath or shower, toilet in good repair)
2. Good (shared shower, toilet in good repair)
3. Fair (private latrine in good repair)
4. Fair (shared latrine in good repair)
5. Poor (private bath, shower, toilet in poor repair)
6. Poor (shared shower, toilet in poor repair)
7. Undesirable (private latrine in poor repair)
8. Undesirable (shared latrine in poor repair)
9. Undesirable (no facilities)
12. Not determined

Not Available

A54. Kitchen Facilities

1. Excellent (running water; indoor sink; gas or electric stove; electricity)
2. Good (running water; indoor sink; kerosene stove; electricity)
3. Fair (running water; outdoor sink; gas, kerosene or electric stove; electricity)
4. Poor (running water; outdoor sink; wood, coal, or kerosene stove; electricity)
5. Undesirable (community pump; outdoor sink; wood, coal, or kerosene stove; no electricity)
12. Not Determined

Table VIII-7  
(Social 60)

3,4.

2.

1.

A55. Sleeping Facilities

1. Excellent (separate room for parents; individual bedrooms; or 2 individuals of same sex per room)
2. Good (3 or 4 in room of same sex and similar ages; separate room for parents)
3. Fair (bedrooms allowing little privacy even if good distribution),
4. Poor (parents and children 6 years and older sleeping in same room)
5. Poor (heterosexual siblings 6 years and older sleeping together)
6. Poor (peers or siblings of 3 or more years age disparity sleeping together)
7. Undesirable (father sleeping with son or daughter 6 years and older)
8. Undesirable (mother sleeping with son or daughter 6 years and older)
9. Undesirable (infant or child sleeping with adult)
12. Not Determined

Table VIII-6  
(Social 64)

2.

3.

4.

1.

A56. Condition of Home

1. Extreme Poverty (A, No B, Minimum C or E)
2. Poor (A, Minimum B, C, D )
3. Fair (Minimum B, C, D )
4. Good (B, C, D )

12. Not Determined

Key A  
Table  
Chairs  
Benches  
Hammock  
Boxes  
Cots

Key D  
Lamps  
Pictures  
Flowers  
Paintings  
Other

Key B  
Refrigerator  
Washer  
Electric Iron  
Radio  
Television  
Record Player

Key E  
No Furniture

Key C  
Dining Set  
Beds  
Crib  
Chests  
Clothes Closet  
Mirrors

Table VIII-8  
(Social 65)

A57. Cleanliness and Neatness of Home

2. 1. Normally Neat and Clean
3. 2. Intermittently Neat and Clean
4. 3. Habitually Disorderly and/or Unclean

1. 12. Not Determined

Not Available

A58. Religious Practices of Family

1. Regular Attendance for Parents and Subject: Area of Harmony
2. Area of Conflict
3. Parents Frequent More than Subject: Area of Harmony
4. Area of Conflict
5. Subject Frequents More than Parents; Area of Harmony
6. Area of Conflict
7. No Attendance for Parents and Subject: Area of Harmony
8. Area of Conflict

12. Not Determined

No Table  
(Social A-47)

A59. Attendance at Church (subject)

2. 1. Regularly
3. 2. Occasionally
4. 3. Never

1. 12. Not Determined

Table XII-1  
(Social A-56)

A60. Age Started School

1. 1. Less than 6 Years
- 2,3. 2. 6 Years
- 4,5. 3. 7 Years
6. 4. 8 Years or Over

12. Not Determined

**Table XII-2      A61. Grade Attained**  
**(Social A-58)**

1.            1. Less than 6th Grade
2.            2. 6th Grade
3.            3. 7th Grade
4.            4. 8th Grade
5.            5. 9th Grade
6.            6. 10th Grade
7.            7. 11th Grade
8.            8. 12th Grade

12. Not Determined

**Table XII-4      A62. Number of Grades Repeated**  
**(Social A-59)**

3.            1. One
  4.            2. Two
  5.            3. Three or More
2.            0. None

14.            12. Not Determined

**Table XII-5      A63. Number of Years of Retardation\***  
**(Social A-61)**

3.            1. One Year
  4.            2. Two Years
  5.            3. Three Years
  6.            4. Four or More Years
2.            0. None

12. Not Determined

\*Normal Age Levels for Respective Grades

<u>Age</u>	<u>Grade</u>	<u>Age</u>	<u>Grade</u>
6	1	12	7
7	2	13	8
8	3	14	9
9	4	15	10
10	5	16	11
11	6	17	12

Table XII-27  
(Social A-69)

A64. Age Absences from School Began

- 3,4.           1. Less than 9 Years
- 5.           2. 9 Years
- 6.           3. 10 Years
- 7.           4. 11 Years
- 8.           5. 12 Years
- 9.           6. 13 Years
- 10.          7. 14 Years
- 11.          8. 15 Years
- 12.          9. 16 Years and Over
- 1.           0. No Truancy
- 2.           12. Not Determined

Table XII-26  
(Social A-70)

A65. Frequency of Truancy

- 3.           1. Persistent
- 2.           2. Occasional
- 1.           3. None
- 11.          11. Inapplicable
- 12.          12. Not Determined

Table XII-23  
(Social A-67)

A66. Age at Which First School Conduct Misbehavior Reported

- 3,4.          1. Less than 9 Years
- 5.           2. 9 Years
- 6.           3. 10 Years
- 7.           4. 11 Years
- 8.           5. 12 Years
- 9.           6. 13 Years
- 0.           7. 14 Years
- 11.          8. 15 Years
- 12.          9. 16 Years or Over
- 1.           0. No Misbehavior Reported
- 2.           12. Not Determined

Table XII-24  
(Social A-68)

A67. Grade in Which First School Misbehavior  
Occurred

- 3. 1. Kindergarten or Grade 1
- 4. 2. 2nd Grade
- 5. 3. 3rd Grade
- 6. 4. 4th Grade
- 7. 5. 5th Grade
- 8. 6. 6th Grade
- 9. 7. 7th Grade
- 0. 8. 8th Grade
- 1. 9. 9th Grade and Over
- 12. Not Determined

Table XII-4      A68, 69. Nature of Subject's Misbehavior  
(Multiple Punch)

- (Social A-71) - 6. 1. Serious: cruelty, bullying
- (Social A-72) - 12. 2. fighting
- (Social A-74) - 3. 3. lying
- (Social A-71) - 7. 4. cheating
- (Social A-71) - 8. 5. destructiveness
- (Social A-71) - 1. 6. stealing
- (Social A-72) - 1. 7. profanity
- (Social A-71) - 2. 8. Undisciplined or Disrespectful
- (Social A-72) - 6. 9. Disorderliness
- 10. No Serious Misbehavior Reported
- 12. Not Determined

Table XII-4      A69. Nature of Subject's Misbehavior (Concluded)  
(Multiple Punch)

- (Social A-73) - 6. 1. Domineering
- (Social A-71) - 11. 2. Temper Tantrums
- 3. Ring Leader
- (Social A-74) - 4 and 8. 4. Talkative
- 5. Uncooperative
- (Social A-74) - 1. 6. Psychic Escape; Isolated
- (Social A-72) - 11. 7. Inattentive
- (Social A-74) - 2. 8. Daydreaming
- (Social A-74) - 11. 9. Quiet
- (Social A-74) - 9. 0. Sensitive

Table X-7  
(Social A-29)

- B1. Quality of Conjugal Relation (based on both father's and mother's responses)
2. [ 1. Excellent  
3. 2. Good  
4. [ 3. Fair  
4. 4. Poor  
5. 5. Undesirable
5. 11. Inapplicable  
1. 12. Not Determined

Table X-8  
(Social A-28)

- B2. Dominant Parent
- 2,4. 1. Father (or father substitute)  
3,5. 2. Mother (or mother substitute)  
6. 5. Neither
7. 11. Inapplicable  
1. 12. Not Determined

Not Available

B3. Memberships in Community Organizations  
(Multiple Punch)

Father

1. Parent-Teacher Organization  
2. Civic, Social, or Religious Groups  
3. Union, Work, or Investment Groups

Mother

4. Parent-Teacher Organization  
5. Civic, Social, or Religious Groups  
6. Union, Work, or Investment Groups

0. None  
11. Inapplicable  
12. Not Determined

Table XIII-16      B4. Mother's Estimate of Subject's Play  
(Social A-48)      Companions      (Multiple Punch)

- 1. Siblings Only:
- 0.      2. Companions: Same Age
- 9.      3.      Younger
- 8.      4.      Older
- 7.      5.      Mixed Ages
- 6.      6. Delinquent Companions
- 5.      7. Nondelinquent Companions
- 3.      8. Member of Gang
- 1.      11. Inapplicable
- 1.      12. Not Determined

Not Available      B5. Mother's Estimate of Subject's Play  
Relationships      (Multiple Punch)

- 1. Play Ends in Tears and Quarrels
- 2. Fights Excessively
- 3. Uses Obscenity Excessively
- 4. Prefers to Be Alone
  
- 11. Inapplicable
- 12. Not Determined

Table XIII-14      B6. Mother's Estimate of Subject's Play Places  
(Social A-46 or  
Psychiatric 63)      (Multiple Punch)

- 4.      1. At Home
- 2,5.      2. On Street Near Home
- 3.      3. Distant Neighborhoods
- 6.      4. Vacant Lots
- 11.      5. Poolrooms, Dance Halls
- 9,10.      6. Playgrounds
- 11.      7. Clubs or Other Supervised Places
- 1.      11. Inapplicable
- 1.      12. Not Determined

Not Available      B7. Mother's Estimate of Subject's Attitude  
Toward Protection

- 1. Protected by Siblings
- 2. Protects Self Only
- 3. Protects Siblings
- 4. Mutual Protection Among Siblings
  
- 11. Inapplicable
- 12. Not Determined

Not Available B8. Mother's Estimate of Subject's Attitude Toward Possessions

1. Shares Freely
2. Doesn't Like to Share
3. Shares When Asked
  
11. Inapplicable
12. Not Determined

Not Available B9. Mother's Estimate of Subject's Sibling Rivalry Feelings (Multiple Punch)

1. Subject Feels Parents Favor Another
2. Subject Feels Badly When Another Sibling Wins Something
  
11. Inapplicable
12. Not Determined

Not Available B10. Mother's Estimate of Children's School Attendance (Multiple Punch)

1. Subject Likes School
2. All Siblings Like School
3. Some Siblings Like School
  
11. Inapplicable
12. Not Determined

Not Available B11. Mother's Estimate of Reasons for Subject's School Absences (Multiple Punch)

1. Illness
2. Lack of Adequate Clothes
3. Homework Not Done
4. Needed at Home
  
11. Inapplicable
12. Not Determined

**Not Available B12. Mother's Estimate of Causes of Subject's Leaving School (Multiple Punch)**

1. Illness
  2. To Work
  3. Poor School Work
  4. Trouble
  5. Dislike of Teacher  
  11. Inapplicable
  12. Not Determined

**Not Available B13. Mother's Estimate of Subject's Daily Activities (Multiple Punch)**

- 1. Social, School, Religious Groups
  - 2. Visiting Relatives, Neighbors
  - 3. Helping Parents, Relatives, or Friends
  - 4. Homework
  - 5. Sports, Dancing
  - 6. Television, Movies
  - 7. Stays Home  
  - 11. Inapplicable
  - 12. Not Determined

**Not Available B14. Father's Scholastic Aspirations for Subject**

- 1. Grade School**
  - 2. High School**
  - 3. Vocational Training**
  - 4. University**  
  - 0. None**
  - 11. Inapplicable**
  - 12. Not Determined**

**Not Available** B15. Mother's Scholastic Aspirations for Subject

- 1. Grade School**
  - 2. High School**
  - 3. Vocational Training**
  - 4. University**
  
  - 0. None**
  - 11. Inapplicable**
  - 12. Not Determined**

Not Available B16. Father's Discernment of Subject's Scholastic Ability

1. Grade School
2. High School
3. Vocational Training
4. University
  
0. None
11. Inapplicable
12. Not Determined

Not Available B17. Mother's Discernment of Subject's Scholastic Ability

1. Grade School
2. High School
3. Vocational Training
4. University
  
0. None
11. Inapplicable
12. Not Determined

Not Available B18. Parental Encouragement of Study Habits  
(Multiple Punch)

1. Quiet Place Provided for Homework
2. Father Helps (helps sometime)
3. Mother Helps (helps sometime)
  
0. No Parental Interest Shown
11. Inapplicable
12. Not Determined

Not Available B19. Father's Vocational Aspirations for Subject

1. Mechanic, Repairman, Factory Worker
2. Chauffeur, Peddler, Salesman
3. Plumber, Carpenter, Electrician
4. Police, Inspector, Public Guard
5. Armed Forces
6. Office Worker, Own Business
7. Teacher, University Instructor,  
Political Career
8. Doctor, Lawyer, Dentist
9. Writer, Painter, Sculptor, Sportsman
0. Not Interested
11. Inapplicable
12. Not Determined

Not Available B20. Mother's Vocational Aspirations for Subject

1. Mechanic, Repairman, Factory Worker
2. Chauffeur, Peddler, Salesman
3. Plumber, Carpenter, Electrician
4. Police, Inspector, Public Guard
5. Armed Forces
6. Office Worker, Own Business
7. Teacher, University Instructor, Political Career
8. Doctor, Lawyer, Dentist
9. Writer, Painter, Sculptor, Sportsman
0. Not Interested
11. Inapplicable
12. Not Determined

Not Available B21. Father's Reaction to Subject's Misbehavior

1. Father Tries to Discuss It, But Subject Makes Him Lose Patience
2. Father Feels Subject Has Always Caused Trouble
3. Father Feels Helpless
4. Father Feels Only Punishment Will Straighten Subject Out
  
11. Inapplicable
12. Not Determined

Not Available B22. Mother's Reaction to Subject's Misbehavior

1. Mother Tries to Discuss It, But Subject Makes Her Lose Patience
2. Mother Feels Subject Has Always Caused Trouble
3. Mother Feels Helpless
4. Mother Feels Only Punishment Will Straighten Subject Out
  
11. Inapplicable
12. Not Determined

Table XI-22  
(Social A-26)

5. 1. Firm  
3. 2. Overstrict  
4. 3. Lax  
6. 4. Erratic
2. 11. Inapplicable  
1. 12. Not Determined

Table XI-22  
(Social A-27)

5. 1. Firm  
3. 2. Overstrict  
4. 3. Lax  
6. 4. Erratic
2. 11. Inapplicable  
1. 12. Not Determined

Table XI-23  
(Social A-24)

- 7.
3. [ 1. Threatens with Punishment  
2. Sends Boy to Bed  
3. Straps Boy  
4. Strikes Boy with Hand  
5. Undresses Boy  
6. Kneels Boy  
7. Locks Boy in Room  
8. Ties Boy  
9. Takes Away Privileges  
0. Leaves Discipline to Other Parent
4.  
12.  
2.  
1.
11. Inapplicable  
12. Not Determined

B23. Discipline of Subject By Father

B24. Discipline of Subject By Mother

B25. Father's Disciplinary Methods (Multiple Punch)

Table XI-23  
(Social A-25)

7.

3.

4.

12.

2.

1.

B26. Mother's Disciplinary Methods (Multiple Punch)

1. Threatens with Punishment
2. Sends Boy to Bed
3. Straps Boy
4. Strikes Boy with Hand
5. Undresses Boy
6. Kneels Boy
7. Locks Boy in Room
8. Ties Boy
9. Takes Away Privileges
10. Leaves Discipline to Other Parent
11. Inapplicable
12. Not Determined

Not Available

B27. Father's Reaction to Disciplining Boy

1. Dislikes Disciplining: Fears Boy Will Not Like Him
2. Because He Doesn't Like to Lose His Temper
3. Because He Prefers Reasoning with Boy
4. Disciplining Boy Does Not Bother Father
5. Prefers to Take Privileges Away
  
11. Inapplicable
12. Not Determined

Not Available

B28. Mother's Reaction to Disciplining Boy

1. Dislikes Disciplining: Fears Boy Will Not Like Her
2. Because She Does not Like To Lose Her Temper
3. Because She Prefers Reasoning with Boy
4. Disciplining Boy Does Not Bother Mother
5. Prefers to Take Privileges Away
  
11. Inapplicable
12. Not Determined

Not Available B29. Subject's Reaction to Father's Discipline

1. Cries
2. Shows Fear
3. Gets Angry
4. Uses Improper Language
5. Hides or Runs Away
  
11. Inapplicable
12. Not Determined

Not Available B30. Subject's Reaction to Mother's Discipline

1. Cries
2. Shows Fear
3. Gets Angry
4. Uses Improper Language
5. Hides or Runs Away
  
11. Inapplicable
12. Not Determined

Not Available B31. Frequency of Father's Verbal Disciplining of Subject

1. Every Day
2. Several Times per Week
3. Once in a While
4. Rarely
  
11. Inapplicable
12. Not Determined

Not Available B32. Frequency of Mother's Verbal Disciplining of Subject

1. Every Day
2. Several Times per Week
3. Once in a While
4. Rarely
  
11. Inapplicable
12. Not Determined

**Not Available B33. Frequency of Father's Physical Disciplining of Subject**

- 1. Every Day
  - 2. Several Times per Week
  - 3. Once in a While
  - 4. Rarely
- 
- 11. Inapplicable
  - 12. Not Determined

**Not Available B34. Frequency of Mother's Physical Disciplining of Subject**

- 1. Every Day
  - 2. Several Times per Week
  - 3. Once in a While
  - 4. Rarely
- 
- 11. Inapplicable
  - 12. Not Determined

**Not Available B35. Father Protects Subject from Mother's Unjust Punishment**

- 1. Yes
  - 2. No
  - 3. Sometimes
- 
- 11. Inapplicable
  - 12. Not Determined

**Not Available B36. Mother Protects Subject from Father's Unjust Punishment**

- 1. Yes
  - 2. No
  - 3. Sometimes
- 
- 11. Inapplicable
  - 12. Not Determined

Not Available B37. Subject's Estimate of Father's Fairness  
(Multiple Punch)

1. Father Does Not Love Him
2. Father Prefers Another Sibling
3. Father Does Not Worry About Boy
4. Father Permits Spouse to Be Unfair to Him
5. Father Too Strict with Him
6. Father Does Not Understand Him
  
11. Inapplicable
12. Not Determined

Not Available B38. Subject's Estimate of Mother's Fairness

1. Mother Does Not Love Him
2. Mother Prefers Another Sibling
3. Mother Does Not Worry About Boy
4. Mother Permits Spouse to Be Unfair to Him
5. Mother Too Strict with Him
6. Mother Does Not Understand Him
  
11. Inapplicable
12. Not Determined

Not Available B39. Boy's Acceptance of Father's Discipline

1. Yes .
2. No
3. Sometimes
  
11. Inapplicable
12. Not Determined

Not Available B40. Boy's Acceptance of Mother's Discipline

1. Yes
2. No
3. Sometimes
  
11. Inapplicable
12. Not Determined

Not Available B41. Degree of Father's Influence Over Boy

Mother's Estimate:

1. Father More than Father Substitute
2. Father Substitute More than Father
3. Other Male Figure More than Father or Substitute

Father's Estimate:

4. Father More than Father Substitute
5. Father Substitute More than Father
6. Other Male Figure More than Father or Substitute

11. Inapplicable
12. Not Determined

Not Available: B42. Degree of Mother's Influence Over Boy

Father's Estimate:

1. Mother More than Mother Substitute
2. Mother Substitute More than Mother
3. Other Female Figure More than Mother or Substitute

Mother's Estimate:

4. Mother More than Mother Substitute
5. Mother Substitute More than Mother
6. Other Female Figure More than Mother or Substitute

11. Inapplicable
12. Not Determined

Not Available B43. Degree of Father's Shared Supervision

Mother's Estimate:

1. Father Spent More Time with Boy than Father Substitute
2. Father Substitute Spent More Time with Boy than Father
3. Other Male Figure Spent More Time with Boy than Father or Substitute

Father's Estimate:

4. Father Spent More Time with Boy than Father Substitute
5. Father Substitute Spent More Time with Boy than Father
6. Other Male Figure Spent More Time with Boy than Father or Substitute

11. Inapplicable
12. Not Determined

**Not Available B44. Degree of Mother's Shared Supervision**

### Father's Estimate:

1. Mother Spent More Time with Boy than  
Mother Substitute
  2. Mother Substitute Spent More Time with  
Boy than Mother
  3. Other Female Figure Spent More Time with  
Boy than Mother

### Mother's Estimate:

- 4. Mother Spent More Time with Boy than  
Mother Substitute
  - 5. Mother Substitute Spent More Time with  
Boy than Mother
  - 6. Other Female Figure Spent More Time  
with Boy than Mother
  - . Inapplicable
  - Not Determined

Not Available B45. Affection of Father for Boy-Positive  
Attitudes (Multiple Punch)

1. Boy Favorite
  2. Boy Easiest to Raise
  3. Father Spent Most Time with Boy
  4. Needed Father Most
  5. Father Enjoyed Conversations with Boy
  6. Father Liked Going Out with Boy
  7. Boy Independent  
  11. Inapplicable
  12. Not Determined

**Not Available B46. Affection of Father for Boy-Negative Attitudes**  
**(Multiple Punch)**

1. Boy Most Difficult to Raise
2. Boy Most Alienated from Father
3. Boy Contradicted Father Most
4. Worried Father as Boy Became Older
5. Worried Father Since Infancy
6. Feared Father
7. Was Spiteful to Father
8. Provoked Father Most
  
11. Inapplicable
12. Not Determined

**Not Available B47. Father's Description of Boy-Positive**  
**(Multiple Punch)**

1. Most Affectionate
2. Quietest
3. Most Sensitive
4. Happiest
5. Most Peaceful
6. Most Helpful
7. Most Mature
8. Most Attractive
9. Resembles Father Most
10. Boy Most Attractive and Resembles Father Most
  
11. Inapplicable
12. Not Determined

**Not Available B48. Father's Description of Boy-Negative**  
**(Multiple Punch)**

1. Most Short-Tempered
2. Most Stubborn
3. Most Incorrigible
4. Most Dishonest
5. Most Easily Influenced to Wrongdoing
6. Most Destructive
7. Most Disaffected
8. Most Impulsive
9. Most Hostile
10. Slowest to Learn
  
11. Inapplicable
12. Not Determined

Not Available B49. Affection of Mother for Boy-Positive  
Attitudes (Multiple Punch)

1. Boy Favorite
2. Boy Easiest to Raise
3. Mother Spent Most Time with Boy
4. Needed Mother Most
5. Mother Enjoyed Conversations with Boy
6. Mother Liked Going Out with Boy
7. Boy Independent
  
11. Inapplicable
12. Not Determined

Not Available B50. Affection of Mother for Boy-Negative  
Attitudes (Multiple Punch)

1. Boy Most Difficult to Raise
2. Boy Most Alienated from Mother
3. Boy Contradicted Mother Most
4. Worried Mother as Boy Became Older
5. Worried Mother Since Infancy
6. Feared Mother
7. Was Spiteful to Mother
8. Provoked Mother Most
  
11. Inapplicable
12. Not Determined

Not Available B51. Mother's Description of Boy-Positive  
(Multiple Punch)

1. Most Affectionate
2. Quietest
3. Most Sensitive
4. Happiest
5. Most Peaceful
6. Most Helpful
7. Most Mature
8. Most Attractive
9. Resembles Mother Most
10. Boy Most Attractive and Resembles Mother  
Most
  
11. Inapplicable
12. Not Determined

Not Available

B52. Mother's Description of Boy-Negative  
(Multiple Punch)

1. Most Short-Tempered
2. Most Stubborn
3. Most Incorrigible
4. Most Dishonest
5. Most Easily Influenced to Wrongdoing
6. Most Destructive
7. Most Disaffected
8. Most Impulsive
9. Most Hostile
0. Slowest to Learn
11. Inapplicable
12. Not Determined

Table XIV-1  
(Social A-38)

3.

B53. Delivery of Child

2.

1. Premature or Under 6 Lbs. at Birth
2. Normal
3. Difficult
4. Breech or with Instruments
  
11. Inapplicable
12. Not Determined

Not Available

B54. Mother's Attitude at Birth of Boy

1. Did Not Want Any More Children
2. Had Marital Problems
3. Had to Leave Work
4. Did Not Have a Husband
5. Was Alone
6. Was Sick
  
11. Inapplicable
12. Not Determined

Table XIV-1  
(Social A-38)

B55. Subject's Health as Infant

1. Sickly; Delicate
2. Stomach Upset Easily
3. Fell
4. Liked to Eat Dirt
5. Had Parasites
6. Was Healthy
  
11. Inapplicable
12. Not Determined

Table XIV-1  
(Social A-38)

B56. Subject's Verbal Development (Age at Which Started to Speak)

1. Less than 2 Years
2. 2 Years
3. 3 Years
4. 4 Years
5. 5 Years or Over
  
11. Inapplicable
12. Not Determined

Table XIV-2  
(Social A-40)

B57. Subject's Enuresis History

1. Less than 3 Years
2. 3 Years
3. 4 Years
4. 5 Years
5. 6 Years
6. 7 Years
7. 8 Years
8. 9 Years
9. 10 Years and Over
  
11. Inapplicable
12. Not Determined

**Not Available B58. Subject's Thumb-Sucking History**

1. Less than 3 Years
  2. 3 Years
  3. 4 Years
  4. 5 Years
  5. 6 Years
  6. 7 Years
  7. 8 Years
  8. 9 Years
  9. 10 Years and Over
- 
11. Inapplicable
  12. Not Determined

**Not Available B59. Feeding Pattern**

**Mother Left Infant to Self-feed at:**

1. Less than 6 Months
2. From 6 to 12 Months
3. From 12 to 18 Months
4. From 18 Months and Over

11. Inapplicable
12. Not Determined

**Not Available B60. Boy's Tantrum History**

1. Yes
2. No
3. Sometimes

11. Inapplicable
12. Not Determined

**Table X-10  
(Social A-6)**

- 2.
- 4.
- 1.

- 3.

**B61. Mother's Preschool Supervision of Subject**

1. Mother Left Boy Alone, Constantly Part of the time
- 2.
3. Mother Supervised Closely

11. Inapplicable
12. Not Determined

Not Available B62. Degree of Boy's Self-Responsibility  
(Multiple Punch)

1. Stays Alone
2. Cares for Siblings
3. Cooks Meals
4. Irons Own Clothes
  
11. Inapplicable
12. Not Determined

Table XIII-13 B63, 64. Bad Habits of Boy (Multiple Punch)  
(Social A-42,43)

- |                |                                     |
|----------------|-------------------------------------|
| (43)-3         | 1. Destructive Mischief             |
| (43)-4         | 2. Tantrums                         |
| (42)-11        | 3. Obscenity                        |
| (42)-4, (43)-5 | 4. Staying Out Late or Sleeping Out |
| (42)-3         | 5. Running Away                     |
| (42)-6         | 6. Truanting                        |
|                | 11. Inapplicable                    |
|                | 12. Not Determined                  |

Table XIII-13 B64. Bad Habits of Boy (Concluded) (Multiple Punch)  
(Social A-42,43)

- |         |                                     |
|---------|-------------------------------------|
| (42)-9  | 1. Lying                            |
| (43)-8  | 2. Stealing                         |
| (43)-2  | 3. Begging                          |
| (43)-0  | 4. Excessive Sex-Play; Masturbation |
| (43)-12 | 5. Homosexuality                    |
| (43)-11 | 6. Heterosexuality                  |
| (42)-1  | 7. Smoking                          |
| (42)-2  | 8. Drinking                         |
| (42)-5  | 9. Gambling                         |

Not Available B65. Delinquent Offenses Committed by Members  
of Family: Serious Aggression Against the  
Person (Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
  
11. Inapplicable
12. Not Determined

Not Available B66. Delinquent Offenses Committed by Members of Family: Serious Aggression Against Property (Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

Not Available B67. Delinquent Offenses Committed by Members of Family: Minor Aggression Against the Person (Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

Not Available B68. Delinquent Offenses Committed by Members of Family: Minor Aggression Against Property (Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

Not Available B69. Delinquent Offenses Committed by Members  
of Family: Violation of Auto Laws  
(Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

Not Available B70. Delinquent Offenses Committed by Members  
of Family: Other Violations  
(Multiple Punch)

1. Father
2. Mother
3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

Not Available B71. Delinquent Offenses Committed by Members  
of Family: Incorrigibility (Multiple Punch)

3. Siblings
4. Other Household Members
5. Relatives
  
0. None
11. Inapplicable
12. Not Determined

App. Table A-1  
(Criminal Record 2)

C1. Age at Boy's First Court Appearance

- 1,2,3.                   1. Less than 9 Years
- 4.                       2. 9 Years
- 5.                       3. 10 Years
- 6.                       4. 11 Years
- 7.                       5. 12 Years
- 8.                       6. 13 Years
- 9.                       7. 14 Years
- 10.                      8. 15 Years
- 11.                     9. 16 Years
- 0. 17 Years
- 11. Inapplicable
- 12. Not Determined

Not Available C2. Source of First Referral

- 1. Parents
- 2. Neighbors
- 3. Community Members
- 4. Police
- 5. School
- 6. Probation Officer
  
- 11. Inapplicable
- 12. Not Determined

Not Available C3. Duration of First Temporary Custody

- 1. Less than 3 Months
- 2. 3-6 Months
- 3. 6-12 Months
- 4. 12-24 Months
- 5. 24 Months and Over
  
- 11. Inapplicable
- 12. Not Determined

Not Available C4. Person Authorized During First Temporary Custody

- 1. Father
- 2. Mother
- 3. Parents
- 4. Sibling
- 5. Other Relative
  
- 11. Inapplicable
- 12. Not Determined

App. Table A-2 C5,6,7. Reason for First Court Appearance: Most Serious Charge

1. Robbery
2. Homicide
3. Burglary
7. Aggravated Assault
8. Rape
1. Larceny
2. Auto Theft
3. Forgery
9. Embezzlement
9. Purchase, Possession, or Receipt of Stolen Goods
11. Inapplicable
12. Not Determined

C6. Reason for First Court Appearance: Most Serious Charge (continued)

1. Arms Possession
2. Operation of House of Prostitution
8. Other Sexual Delinquencies
3. Delinquencies Against Children or Family
4. Narcotic
5. Alcoholic Act
10. Drunkenness
12. Disturbing the Peace
9. Illegal Games
0. Drunken Driving

C7. Reason for First Court Appearance: Most Serious Charge (concluded)

- 4,5,6. 1. Violation of Transit Law
2. Incorrigibility
3. Other Violations of Laws
4. Other Types of Delinquencies
5. Other Aggressions

Not Available  
Criminal Record 4

1,2,3.

4.

5.

6.

7.

8.

9.

10.

11.

C8. Age at First Conviction

1. Less than 9 Years
2. 9 Years
3. 10 Years
4. 11 Years
5. 12 Years
6. 13 Years
7. 14 Years
8. 15 Years
9. 16 Years
0. 17 Years and Over
11. Inapplicable
12. Not Determined

Not Available C9. Duration of First Correctional Treatment Experience

1. Less than 3 Months
2. 3-6 Months
3. 6-12 Months
4. 12-24 Months
5. 24-36 Months
6. 36-48 Months
7. 48 Months and Over
  
11. Inapplicable
12. Not Determined

App. Table A-3  
Criminal Record 3

1.

9.

7.

5,6.

C10. Final Disposition of First Offense

1. Transferred to Adult Court
2. Exonerated
3. Relinquished to: Correctional Institution  
Parents or Substitutes  
Substitute Home
- 4.
- 5.
6. Probation
8. Other
  
11. Inapplicable
12. Not Determined

App. Table A-6  
Criminal Record 8

C11. Number of Court Appearances to  
Examination Date (parole violations not  
counted)

- 1.
- 2.
- 3.
- 4.
- 5,6.
- 7,8.
- 9,10.
- 11.
- [ ]
- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five or Six
- 6. Seven or Eight
- 7. Nine or Ten
- 8. Eleven or Twelve
- 9. Thirteen and Over
- 0. None
- 11. Inapplicable
- 12. Not Determined

App. Table A-7  
Criminal Record  
10

C12,13,14. Nature of Offenses for Which Arrested  
up to Examination Date (Multiple Punch)

- 1. Robbery
- 2. Homicide
- 3. Burglary
- 4. Aggravated Assault
- 5. Rape
- 6. Larceny
- 7. Auto Theft
- 8. Forgery
- 9. Embezzlement
- 0. Purchase, Possession, or Receipt  
of Stolen Goods
- 11. Inapplicable
- 12. Not Determined

C13. Nature of Offenses for Which Arrested up  
to Examination Date (continued)

1. Arms Possession
2. Operation of House of Prostitution
3. Other Sexual Delinquencies
4. Delinquencies Against Children or Family
5. Narcotic
6. Alcoholic Act
7. Drunkenness
8. Disturbing the Peace
9. Illegal Games
0. Drunken Driving

C14. Nature of Offenses for Which Arrested up  
to Examination Date (concluded)

1. Violation of Transit Law
2. Incorrigibility
3. Other Violations of Laws
4. Other Types of Delinquencies
5. Other Aggressions

Follow-up Study C15, 16, 17. Most Serious Offense for Which  
Convicted to Examination Date

1. Robbery
2. Homicide
3. Burglary
4. Aggravated Assault
5. Rape
6. Larceny
7. Auto Theft
8. Forgery
9. Embezzlement
0. Purchase, Possession, or Receipt of  
Stolen Goods
11. Inapplicable
12. Not Determined

C16. Most Serious Offense for which Convicted  
to Examination Date (continued)

1. Arms Possession
2. Operation of House of Prostitution
3. Other Sexual Delinquencies
4. Delinquencies Against Children or Family
5. Narcotic
6. Alcoholic Act
7. Drunkenness
8. Disturbing the Peace
9. Illegal Games
0. Drunken Driving

C17. Most Serious Offense for which Convicted  
to Examination Date (concluded)

1. Violation of Transit Law
2. Incorrigibility
3. Other Violations of Laws
4. Other Types of Delinquencies
5. Other Aggressions

App. Table A-8 C18. Nature of Dispositions (Multiple Punch)

1. Transferred to Adult Court
2. Exonerated
3. Relinquished to: Correctional Institute
4. Parents or Substitutes
5. Substitute Home
6. Probation
7. Parole
8. Other
  
11. Inapplicable
12. Not Determined

Criminal Record 9 C19. Number of Convictions to Examination Date

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight and Over
9. Awaiting Trial or Fugitive at End of Period
0. None
11. Inapplicable
12. Not Determined

Follow-up Study  
Code 10

C20. Total Number of Extramural Correctional Treatment Experiences

(Where on one court appearance there is both intramural and extramural disposition, only the intramural treatment is recorded.)

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study  
Code 11

C21. Total Number of Intramural Correctional Treatment Experiences

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study  
Code 12

C22. Total Number of All Types of Correctional Treatment Experiences

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C23. Total Number of Probations  
Code 13 (Include suspended sentences.)

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C24. Total Number of Probations on Which  
Code 14 Surrendered

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C25. Total Number of Paroles  
Code 15 (Includes runaways from correctional schools.)

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C26. Total Number of Paroles Revoked

Code 16

(Include any commitments while on parole.

If given probation while on parole and  
parole not revoked, not counted as a  
parole revocation.)

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C27. Length of Time on Probation

Code 17

1. Less than 6 Months
2. 6-12 Months
3. 12-18 Months
4. 18-24 Months
5. 24-30 Months
6. 30-36 Months
7. 36-42 Months
8. 42-48 Months
9. 48 Months and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C28. Length of Time on Parole

Code 18

1. Less than 6 Months
2. 6-12 Months
3. 12-18 Months
4. 18-24 Months
5. 24-30 Months
6. 30-36 Months
7. 36-42 Months
8. 42-48 Months
9. 48 Months and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study    C29. Total Extramural Treatment Time  
Code 19

1. Less than 6 Months
2. 6-12 Months
3. 12-18 Months
4. 18-24 Months
5. 24-30 Months
6. 30-36 Months
7. 36-42 Months
8. 42-48 Months
9. 48 Months and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study    C30. Total Intramural Treatment Time  
Code 20

1. Less than 6 Months
2. 6-12 Months
3. 12-18 Months
4. 18-24 Months
5. 24-30 Months
6. 30-36 Months
7. 36-42 Months
8. 42-48 Months
9. 48 Months and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study    C31. Total Treatment Time, All Types  
Code 21

1. Less than 12 Months
2. 12-24 Months
3. 24-36 Months
4. 36-48 Months
5. 48-60 Months
6. 60-72 Months
7. 72-84 Months
8. 84-96 Months
9. 96 Months and Over
0. None
11. Inapplicable
12. Not Determined

Follow-up Study C32. Frequency of Court Appearances (Including First Court Appearance)  
Code 22

1. One Arrest Only
2. One Arrest in Less than 3 Months
3. One Arrest in 3-6 Months
4. One Arrest in 6-9 Months
5. One Arrest in 9-12 Months
6. One Arrest in 12-18 Months
7. One Arrest in 18-24 Months
8. One Arrest in 24-30 Months
9. One Arrest in 30-36 Months
0. One Arrest in 36 Months and Over
11. None
12. Inapplicable

(Time in community between first court appearance and examination date divided by number of arrests.)

Follow-up Study C33. Frequency of Convictions (Including First Conviction)  
Code 23

1. One Conviction Only
2. One Conviction . Less than 3 Months
3. One Conviction n 3-6 Months
4. One Conviction in 6-9 Months
5. One Conviction in 9-12 Months
6. One Conviction in 12-18 Months
7. One Conviction in 18-24 Months
8. One Conviction in 24-30 Months
9. One Conviction in 30-36 Months
0. One Conviction in 36 Months and Over
11. None
12. Inapplicable

(Time in community between first court appearance and examination date divided by number of convictions.)

Not Comparable C34. Delinquency Status at Time of Examination

1. In Correctional Institution
2. On Parole
3. On Probation
4. In Custody
5. In Community Unsupervised
6. Runaway from Correctional School
7. Awaiting Trial or Disposition
11. Inapplicable
12. Not Determined

Not Available      C35. Subject's Reaction to Delinquency  
(Multiple Punch)

- 1. Is Aware
- 2. Is Remorseful
- 3. Can Explain Delinquency
  
- 11. Inapplicable
- 12. Not Determined

SCHEDULE FOR  
STUDY OF THE INTAKE AND  
ACCOMPLISHMENTS OF JUVENILE  
COURTS IN DELINQUENCY CASES 1]

Name \_\_\_\_\_ Case No. \_\_\_\_\_

I. Information Regarding Offense

A. Court \_\_\_\_\_  
(code number)

B. Court Case No. \_\_\_\_\_

C. Date of Occurrence \_\_\_\_\_  
Mn Dy Yr

D. Time of Occurrence \_\_\_\_\_  
(am) (pm)

E. Legal Designation of Offense

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. Place of Occurrence

1. Private house or apartment building
2. Public housing development
3. School
4. Commercial establishment
5. Bar or restaurant
6. Hotel, motel, guest house
7. Public beach
8. Street or road
9. Field
10. Automobile
11. Other (specify) \_\_\_\_\_

1] Instructions for completing the schedule follow.

G. Behavioral Description of Offense (Specify all details given in police charge or complaint.)

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H. Elements of Offense (Circle code numbers of all elements of offense.)

a. Bodily Injury

1. Minor injury
2. Treated and discharged
3. Hospitalized
4. Mutilated
5. Killed
12. Inapplicable

b. Sex Relations

1. Forced sex intercourse
2. Technical rape
3. Seduction
4. Sex of victim
12. Inapplicable

c. Forced Entry

1. Premises forcibly entered
12. Inapplicable

d. Value of Property Damaged or Destroyed

1. Less than \$10
2. \$10-250
3. \$250-500
4. \$500-1,000
5. \$1,000-5,000
6. \$5,000-10,000
7. \$10,000 and Over
11. Unknown
12. Inapplicable

Case No. \_\_\_\_\_

e. Value of Property Stolen

1. Less than \$10
2. \$10-250
3. \$250-500
4. \$500-1,000
5. \$1,000-5,000
6. \$5,000-10,000
7. \$10,000 and Over
11. Unknown
12. Inapplicable

I. Modus Operandi

a. Weapons Used

1. Yes (specify type) \_\_\_\_\_
2. No
11. Unknown
12. Inapplicable

b. Intimidation

1. Physical only
2. Verbal only
3. Physical and verbal
4. By display of weapons
11. Unknown
12. Inapplicable

J. Offender under Influence of:

1. Alcohol
2. Drugs or narcotics (specify which) \_\_\_\_\_
0. Neither
11. Unknown

Case No. \_\_\_\_\_

K. Accomplices

- 1. Yes
- 2. No
- 3. Unknown

If "yes," report number of persons in appropriate column.

	Accomplices	Age		
		Adult	Minor	Unknown
	Male			
	Female			
	Sex Unknown			

L. Victim-Offender Relationship (Report number of persons in appropriate columns and rows of table.)

RELATIONSHIP	Adult		Minor		Age		Sex	
	M	F	M	F	M	F	Unknown	Unknown
1. Stranger								
2. Casual acquaintance								
3. Friend								
4. Neighbor								
5. Relative								
6. Lover								
7. Other (specify)								
11. Unknown								
12. Inapplicable								

Case No. \_\_\_\_\_

**II. Information On Court Handling**

**A. Date that Offender Apprehended**

\_\_\_\_\_  
Mn            Dy            Yr

**B. Date Referred to Court**

\_\_\_\_\_  
Mn            Dy            Yr

**C. Date of Intake**

\_\_\_\_\_  
Mn            Dy            Yr

**D. Final Disposition**

\_\_\_\_\_  
Mn            Dy            Yr

**E. Case Investigator** \_\_\_\_\_  
(code no.)

**F. Judge** \_\_\_\_\_  
(code no.)

**G. Manner of Handling**

1. Fully adjudicated
2. Brief services

**H. Petition Filed**

1. Yes
2. No

**I. Source of Referral**

1. Police
2. Parents or guardian
3. Social worker
4. Probation officer
5. School personnel
6. Other (specify) \_\_\_\_\_

Case No. \_\_\_\_\_

J. Care Pending Disposition

1. No detention care:
  2. Released to custody of parents
  3. Released to other citizen or agency (specify) \_\_\_\_\_

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4. Detained overnight or longer
  5. Jail
  6. Juvenile detention home
  7. Returned to institution
  8. Other (specify) \_\_\_\_\_

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K. Pre-dispositional Investigations Ordered by the Court  
(Circle more than one, if appropriate.)

1. Social history
2. Psychiatric interview or evaluation
3. Medical examination
4. Neurological examination
5. Clinical evaluation including psychometric testing  
(List tests given below.)  

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6. Other (specify)  

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L. Disposition Recommendations Given to Judge  
(Circle more than one, if appropriate.)

1. By social worker
2. By probation officer
3. By others (specify) \_\_\_\_\_  

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M. Statement of Recommendations

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Case No. \_\_\_\_\_

N. Recommendations Followed by Judge

1. Yes
2. No
3. Partially
4. Whose? \_\_\_\_\_

O. Final Disposition (Circle more than one, if appropriate.)

1. Not institutionalized
  2. Dismissed-case unfounded
  3. Dismissed with warning (orientation)-case substantiated
  4. Probation (indicate length of period \_\_\_\_\_)
  5. Referred to social or psychiatric agency for counseling or therapy
  6. Case continued
7. Institutionalized
  8. Center for social treatment
  9. Work camp
  10. Industrial school or reformatory
  11. State institution

P. If Institutionalized, Address of Institution \_\_\_\_\_

Q. Case Reconsiderations

1. Date of initial disposition \_\_\_\_\_  
Mn      Dy      Yr
2. Basis for review (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Review requested by (specify) \_\_\_\_\_
4. Outcome of review (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Case No.**

**R. Relevant Findings (psychological, psychiatric, neurological, or medical)**

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INSTRUCTIONS FOR COMPLETION OF SCHEDULE  
FOR STUDY OF INTAKE AND ACCOMPLISHMENTS  
OF JUVENILE COURTS IN DELINQUENCY CASES

GENERAL INSTRUCTIONS

Purpose of the Schedule

This schedule is designed to gather data pertaining to the intake and accomplishments of the Puerto Rican Juvenile Courts in delinquency cases. The data collected will be analyzed as part of an international study focusing on:

1. the development of an international classification of delinquent offenses brought before the juvenile courts of the participating countries;
2. the development of a profile or typology of delinquent offenders; and
3. a survey of the dispositions made by the juvenile courts in terms of their success in rehabilitating the delinquent offender.

It is also expected that these data will yield some interesting findings in terms of how such phenomena as rapid social change, urbanization, and migration are related to juvenile delinquency and crime.

### Design of the Questionnaire

The questionnaire is designed to record basic data in four areas.

1. Information on the offense
2. Information on court handling
3. Information on the offender

The schedule has been devised so that a minimum of clerical work is required in filling it out, most of the information being recorded by circling the appropriate code number for each item.

### Unit of Tabulation

The unit of tabulation is the "case." Each case represents a minor (ages 7 to 18 years) dealt with by the juvenile court on a new referral for delinquency or on a reconsideration of a delinquency case previously heard by the juvenile court.

If a minor has committed two or more offenses that may be considered part of the same delinquency situation or event, reported to the court at about the same time and therefore considered and disposed of at the same time, these offenses should be considered as a single case of delinquency--for example, the situation in which a minor has broken into three stores in

an evening should be counted as only one case.

If a minor is referred for violation of probation or parole this is not counted as a case unless the reason for bringing the child back to court for violation of probation or parole is the commission of a new offense or other conduct that would constitute delinquency if the minor were not already on probation or parole.

Cases brought in for reconsideration should be included. Such cases returned to court for rehearing might involve:

1. a new situation that would have brought the child to court even if he had not already been under care;
2. renewal of a temporary commitment;
3. changing the type of care given;
4. releasing the child from probation or institutional commitment;
5. review of irregularity alleged in initial hearing;
6. dismissal of a case that was held open to retain jurisdiction.

Cases referred to other agencies pending further investigation (i.e., continued cases) and then referred back to the court should be included.

Cases Heard by Court

Cases handled without a petition being filed are those that were not placed on the official court calendar through the filing of a petition or affidavit, but that were adjudicated by the judge, probation officer, or other officer of the court.

Cases handled with petition are those placed on the official court calendar for adjudication by the judge or other court officer through the filing of a petition or other legal paper used to indicate court action.

**INSTRUCTIONS FOR SPECIFIC SECTIONS OF QUESTIONNAIRE**

**I. Information Regarding Offense**

Offenses committed by juveniles: those offenses (violation of delinquency statutes) attributable to a minor seven years or older but under eighteen years of age for which said minor is brought to the attention, and comes under the jurisdiction, of a juvenile court in Puerto Rico. Such offenses may be of two types: (1) those which would violate the criminal law if committed by an adult (delitos); and (2) juvenile status offenses which, by definition, can be committed only by a juvenile (e.g., incorrigibility). While the latter type of offense does not violate the criminal law, it is codified under delinquency legislation and thus is considered to be serious

enough to warrant the intervention of law enforcement authorities.

A. Court

In anticipation of an expanded study surveying five of the juvenile courts of Puerto Rico, it becomes necessary to identify which court has jurisdiction over a given case. The five courts should be identified according to the code numbers given below.

<u>Court</u>	<u>Code Number</u>
Aguadilla	1-Ag
Arecibo	2-Ar
Caguas	3-Ca
Guayama	4-Gu
San Juan	5-SJu

Note: Since the pilot run will be limited to sampling cases from the Court of San Juan only, all schedules completed during this phase of the study should indicate code number 5-SJu in the spaces provided for this item.

B. Court Case Number

All juvenile court records are filed with the Court Administration according to case number (Num. del caso) and should be identified as such on the schedule (e.g., J65-817 or SB 66-155).

C. Date of Occurrence

Indicate the date the offense was committed.

E. Legal Designation of Offense

Indicate the legal or statutory definition of the offense, e.g., incorrigibility, robbery, aggravated assault.

F. Place

Indicate the location or site upon which the offense occurred--i.e., the type of premise (school, bar, hotel), vehicle (automobile), or ground (street, road, field) where offense took place--by circling the appropriate code.

G. Behavioral Description of Offense

Extract from the official complaint as specifically, and in as much detail, as possible exactly what took place during the commission of the offense, i.e., the actual behavior for which the offender was referred to the juvenile court.

H. Elements of Offense

It is possible that more than one element can occur during a given offense; for example, an offense such as robbery involves theft of property but may also result in bodily injury to the victim. Thus, all such elements of the delinquent incident or event should be indicated by circling the appropriate code numbers.

a. Bodily Injury

1. Minor injury. Bodily injury of a nonserious nature

requiring no professional medical attention.

Examples: minor cut, bruise, black eye.

2. Treated and discharged. Bodily injury for which the victim received medical attention by a private physician or in an out-patient clinic of a medical institution but which requires no further medical attention.
3. Hospitalized. Bodily injury requiring victim to undergo in-patient care in a medical institution or requiring several subsequent visits to a private physician or to an out-patient clinic. Example: gunshot wound requiring surgical removal of bullet.
4. Mutilation.
5. Killed. Victim dies of injury inflicted by offender, during commission of offense.

b. Sex Relations

1. Forced sex intercourse. Occurs when a person is intimidated and forced against his will to engage in a sexual act with the offender and/or his accomplices.

Note: The victim of one or more forcible sex acts is always assumed to have suffered at least a minor injury.

Even when a medical examination does not reveal any physical injury per se, circle code 2 in Item a, above.

If such examination or observation reveals the

presence of injuries or venereal infection requiring further medical attention, circle the appropriate code number in Item a.

2. Technical rape.

3. Seduction.

c. Forced Entry

The unlawful entry of a premise of private character to which the public does not have free access, or the unlawful breaking and entering of a premise to which the public ordinarily (under stated conditions at certain times) has free access.

d. Value of Property Damaged or Destroyed

Indicate the total value of all property damaged and/or destroyed during the offense.

e. Value of Property Stolen

Indicate the total value of all property stolen during the offense.

I. Modus Operandi

b. Intimidation

Intimidation is that element of an offense in which the victim is threatened or menaced with bodily harm or some other serious consequence utilized by the offender as a modus operandi to force or persuade the victim to

obey or concede to his demands.

1. Physical. The use of strong-arm tactics, threats with fists, menacing gestures, physical restraint by pinioning arms, etc., but not supported by display of weapons.
2. Verbal. Spoken threats only.
4. By display of weapons. Display of weapon or instrument such as firearm, knife, razor blade, club, etc., capable of inflicting serious injury.

**K. Accomplices**

Refers to all those who, acting together with the offender, participate in the commission or perpetration of the offense. Where known, insert the number of such accomplices in the proper rows and columns (sex and age category). If number of accomplices is unknown, indicate sex and age categories by placing an "X" in the appropriate rows and columns.

**L. Victim-Offender Relationships**

Insert the correct number of victims in the proper rows and columns indicating each victim's relationship to the offender according to the appropriate age category and sex. If the number of victims is unknown, indicate sex and age

categories by placing an "X" in the appropriate rows and columns.

## II. Information on Court Handling

### B. Date Referred to Court

This is the date of the first report of the case under consideration to the probation office or intake department of the court, rather than the date on which the case was brought before the court for intake interview or hearing.

Enter the month, day, and year on which the case was referred.

### E. Case Investigator

Case investigators should be identified by the code number assigned to each.

### F. Judge

Judges should be identified by the code number assigned to each.

### I. Source of Referral

Circle the appropriate code to indicate the person or agency first bringing the case to the attention of the probation office or intake department of the court. This person or agency is not necessarily the one which appears on

the petition. If several referrals have been received from different sources regarding the same offense, code the first one received. For example, if the police referred a case to court and later the parents made a referral regarding the same offense, circle code 1. If source of referral is different from those listed, circle code 6 and specify the source in the space provided. (Under this item include a neighbor or friend of the offender, the victim, a prosecutor, store detective, shop owner, etc.)

J. Care Pending Disposition

The purpose of this item is to indicate the provision made by the court for the care of the minor pending disposition of his case. In instances when a minor is placed in detention or shelter by a police officer or other person not connected with the court, do not consider this as detention or shelter care unless, when the case is referred to the court, the court authorized care and thereby assumes responsibility for it.

1. No detention care. Include all cases in which it is unnecessary for the court to provide detention care for the offender. This item includes cases in which the child may be held for a few hours (but not overnight) in the probation office, jail, police station, detention home, or elsewhere, as well as

those that were disposed of the same day they were received; and cases that were not disposed of on that day but in which the child was allowed to remain in his own (or other) family home or institution in which he was living when referred to court or to which he was released pending disposition.

4. Detained overnight or longer. Include all cases in which it was necessary for the court to provide care for the child pending the hearing or disposition of the case. Circle the appropriate code indicating the type of facility in which the child was detained.

K. Pre-dispositional Investigations Ordered by the Court

The purpose of this category is to determine what type of diagnostic services have been provided by the court and its associated agencies and made available to the judge for the purpose of gaining greater knowledge about the offender so that an appropriate disposition may be made. These services are divided into five sub-categories.

1. Social history. This is provided by a social worker or probation officer through the Division of Social Services of the Court Administration.
2. Psychiatric interview or evaluation. A psychiatric diagnosis provided by a psychiatrist.

3. Medical examination. Medical diagnosis provided by a physician.
4. Neurological examination. Neurological diagnosis, possibly including an electroencephalogram, provided by a physician.
5. Clinical evaluation. Psychological diagnostic services provided by a clinical psychologist. Psychometric tests given (such as Rorschach test, I.Q. measures, TAT, etc.) should be listed in the space provided.

L. Disposition Recommendations Given to Judge

Indicate, by circling the appropriate code numbers, which personnel made recommendations to the judge in the case material presented to the judge before or at the time of the disposition hearing.

M. Statement of Recommendations

Indicate briefly the recommendation(s) made and identify by whom. If necessary, attach separate sheet identifying it as pertaining to section "II-M-Statement of Recommendations (continued)."

O. Final Disposition

This item refers to what was actually done or was intended to be done for the minor in question; i.e., the nature of the care given to the child. In cases in which more than

one of the dispositions appear applicable, the disposition coded (circled) should be the one which is most significant from the point of view of treatment and continued relationship to the court.

Example: A case should indicate probation (code 4) if the child was placed under the supervision of a probation officer to ensure that an order of the court (e.g., that restitution be made) be fulfilled.

2. Dismissed-case unfounded. This means that allegations of delinquency have not been proven and, as a consequence, the juvenile court adjudges that the child is not within the jurisdiction of the court and dismisses the case.

3. Dismissed with warning (orientation)--case substantiated. This item refers to a finding and adjudication of delinquency followed by either a dismissal of the case, a warning to the child or his parents, or some form of adjustment (excluding an order for restitution). Also includes cases in which the court released the child to the parents or other persons without placing him under the supervision of the probation department.

4. Probation. This means that the child is placed under the supervision and care of the juvenile court, though permitted to remain in his own or another family's home, but is required to fulfill the conditions in the probation order.

5. Referral to social or psychiatric agency. Include in this item those instances where a child is referred to another agency such as public welfare, health department, child guidance clinic, family service agency, or child placing agency, whether under private or public auspices.
6. Case continued. Include cases held open for fulfillment of certain conditions (i.e., continued indefinitely), or continued so that if another referral is received, the case may be brought into court again without the filing of a new petition. Under such circumstances, the case should be considered disposed of when the original order of continuance is made. A case continued until a definite date on which it must again be brought into court for hearing, or continued for a short time for some definite purpose, should not be considered disposed of but should be kept open until further action is taken. If, however, no further action is taken within four months, the case should be considered disposed of.
- 7-11. Institutionalized. Include cases in which the child was committed to an institution maintained by the Commonwealth or city for delinquent or defective youth. Cases in which the child was committed to a penal institution for adults (e.g., penitentiary) should be specified under code 11.

Q. Case Reconsiderations

This item refers only to those cases which have been disposed of in one of the manners described in Item O above but which is reopened or reviewed for the purpose of changing or modifying the original disposition, or for hearing claims of irregularities in the previous proceedings. Do not consider here those cases brought to court for commission of a new offense.

R. Relevant Findings (psychological, psychiatric, neurological, or medical)

Indicate here any findings brought out in the pre-dispositional investigations which would be pertinent in developing a profile of the offender (e.g., I.Q., homosexuality, hysteria, schizophrenia, passive-aggressive personality, etc.).

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SUMMARY OF THE QUANTITATIVE AND QUALITATIVE RESULTS OF THE WEAHLER  
INTELLIGENCE SCALES\*    WISC \_\_\_\_\_ WAIS \_\_\_\_\_ WB \_\_\_\_\_

I. Identification

Case No. \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_  
Sex \_\_\_\_\_ Birthdate \_\_\_\_\_ Date of Test \_\_\_\_\_  
Referred by \_\_\_\_\_

Quantitative Results

Verbal Scale - I.Q. \_\_\_\_\_  
Performance Scale - I.Q. \_\_\_\_\_  
Total Scale - I.Q. \_\_\_\_\_

Classification of Intelligence \_\_\_\_\_

II. Qualitative Results

Level of Intellectual Functioning +

Areas Measured	1	2	3	4	5	6	7
1. Rote Memory							
2. Judgment or Social Comprehension							
3. Numerical Reasoning and Concentration							
4. Verbal Concept Formation (Abstraction)							
5. Control of Attention							
6. Visual Discrimination (Perceptual Development)							
7. Social Anticipation							
8. Analysis							
9. Synthesis							
10. Learning							
11. Others							

+Level of Intellectual Functioning:

1. Functioning very much below the normal range--severe defect
2. Functioning below the normal range--moderate defect
3. Functioning slightly below the normal range--borderline to dull-normal defect
4. Functioning at the normal range
5. Functioning slightly above the normal range--bright-normal
6. Functioning above the normal range--superior level
7. Functioning very much above the normal range--very superior

\*Prepared by Laura Leticia Herrans.

**III. Description of the Subject--Behavior and General Observations**

**Psychologist**

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ANALYSIS SHEET FOR THE BENDER-GESTALT TEST\*

I. Identification

Case No. \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_  
Sex \_\_\_\_\_ Birthdate \_\_\_\_\_ Date of Test \_\_\_\_\_  
Referred by \_\_\_\_\_  
I.Q. \_\_\_\_\_ Intelligence Scale Used \_\_\_\_\_  
Examiner \_\_\_\_\_

II. Description of the Subject's Reproductions of the Gestalten

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A. Distortions of the Gestalten Yes \_\_\_\_\_ No \_\_\_\_\_  
If "yes," circle appropriate codes below.

- |   |                      |
|---|----------------------|
| 1. Rotation of the card                           | 21. Confabulation    |
| 2. Rotation of the paper                          | 22. Increase in size |
| 3. Perseveration                                  | 23. Decrease in size |
| 4. Collision                                      | 24. Erasures         |
| 5. Fragmentation                                  | 25. None             |
| 6. Regression                                     | 26. Some             |
| 7. Broken-line quality                            | 27. Marked           |
| 8. Reinforcement of the lines                     | 28. Too marked       |
| 9. Drawing of an outline to be<br>used as a guide |                      |

III. Projective Content - Personality Traits Observed  
(Circle appropriate codes below.)

A. General Organizational Pattern of the Subject

1. Orderliness
2. Rigidity
3. Disorderliness
4. Chaos
0. Not elicited

B. Control of Impulses

1. Too poor
2. Poor
3. Adequate
4. Rigid
5. Too rigid and brittle
0. Not elicited

B. Subject's Reaction to the Male Figure

1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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VI. A. Subject's Perception of the Female Figure (either mother, self, or others) 1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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B. Subject's Reaction to the Female Figure

1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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VII. The Self (Circle the appropriate code numbers below.)

A. Subject's Self-Concept

- 1. Too low
- 2. Low
- 3. Adequate
- 4. High
- 5. Too high
- 0. Not elicited

B. Control of Impulses

- 1. Too poor
- 2. Poor
- 3. Adequate
- 4. Rigid
- 5. Too rigid and brittle
- 0. Not elicited

**C. Feelings of Impotence**

- 1. Some
- 2. Marked
- 3. Too marked
- 0. Not elicited

**D. Feelings of Insecurity**

- 1. Some
- 2. Marked
- 3. Too marked
- 0. Not elicited

**E. Feelings of Hostility**

- 1. Some
- 2. Marked
- 3. Too marked
- 4. Overt
- 5. Covert
- 6. Turned inwards or repressed
- 7. Turned outwards (towards environment)
- 8. Expressed in the form of antagonism
- 0. Not elicited

**F. Feelings of Anxiety**

- 1. Overt
- 2. Covert (reaction formation)
- 3. Low
- 4. High
- 5. Too high
- 6. Generalized (free-floating anxiety)
- 0. Not elicited

**G. Flatness of Affect**

- 1. Some
- 2. Marked
- 3. Too marked
- 0. Not elicited

**H. Difficulty in the Interpersonal Relationships**

- 1. Some
- 2. Marked
- 3. Too marked
- 0. Not elicited

**I. Need for Reassurance**

- 1. Some
- 2. Marked
- 3. Too marked
- 0. Not elicited

IV. Evidence of Brain Damage      Yes \_\_\_\_\_ No \_\_\_\_\_  
If "yes," circle appropriate code below.

1. Some
2. Marked
3. Too marked

ANALYSIS SHEET FOR THE DRAW-A-PERSON PROJECTIVE TECHNIQUE\*

I. Identification

Case No. \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_  
Sex \_\_\_\_\_ Birthdate \_\_\_\_\_ Date of Test \_\_\_\_\_  
Referred by \_\_\_\_\_  
I.Q. \_\_\_\_\_ Intelligence Scale Used \_\_\_\_\_  
Examiner \_\_\_\_\_

II. Sequence of the Drawings

1. Male figure first
2. Male figure second
3. Female figure first
4. Female figure second

III. Description of the Drawings \_\_\_\_\_

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IV. Images Projected in the Drawings

1. Self image
2. Father image
3. Mother image
4. Ego ideal
11. Undetermined

V. A. Subject's Perception of the Male Figure (either father, self, or others) 1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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\*Prepared by Laura Leticia Herrans.

B. Subject's Reaction to the Male Figure

1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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VI. A. Subject's Perception of the Female Figure (either mother, self, or others) 1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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B. Subject's Reaction to the Female Figure

1. Elicited \_\_\_\_\_ 2. Not elicited \_\_\_\_\_

If elicited, explain \_\_\_\_\_

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VII. The Self (Circle the appropriate code numbers below.)

A. Subject's Self-Concept

- 1. Too low
- 2. Low
- 3. Adequate
- 4. High
- 5. Too high
- 0. Not elicited

B. Control of Impulses

- 1. Too poor
- 2. Poor
- 3. Adequate
- 4. Rigid
- 5. Too rigid and brittle
- 0. Not elicited

C. Aspirational Level

- 1. Low
- 2. Adequate
- 3. High
- 4. Too high
- 0. Not elicited

D. Feelings of Insecurity

- 1. Marked
- 2. Some but not marked
- 0. Not elicited

E. Feelings of Anxiety

- 1. Overt
- 2. Covert
- 3. Low
- 4. High
- 5. Too high
- 6. Generalized (free-floating anxiety)
- 0. Not elicited

F. Feelings of Hostility

- 1. Repressed
- 2. Conscious
- 3. Overt
- 4. Covert
- 5. Low
- 6. High
- 7. Too high
- 8. Turned inwards
- 9. Turned outwards
- 0. Not elicited

G. Subject's General Energy Level

- 1. Too low
- 2. Low
- 3. Adequate
- 4. High
- 0. Not elicited

H. Level of Frustration Tolerance

- 1. Too low
- 2. Low
- 3. Adequate
- 4. High
- 0. Not elicited

I. Main Defense Mechanisms

1. Rationalization
2. Projection
3. Regression
4. Repression
5. Fantasy
6. Reaction formation
7. Isolation
8. Compensation
9. Sublimation
21. Introjection
22. Denial
23. Identification
24. Undoing
25. Overcompensation
0. Not elicited

J. Subject's Sexual Identification

1. Poor
2. Adequate
3. Undetermined
0. Not elicited

VIII. Specific Personality Trait Tendencies Observed

A. Guilty Feelings for Masturbatory Activities

1. Some
2. Low
3. High
4. Too high
0. None

B. Homosexual Tendencies

1. Some
2. Low
3. High
4. Too high
0. None

C. Difficulties in the Interpersonal Relationships

1. Some
2. Low
3. Marked
4. Too marked
0. None observed

D. Paranoid Tendencies

- 1. Some
- 2. Low
- 3. Marked
- 4. Too marked
- 0. None observed

E. Schizophrenic Tendencies

- 1. Some
- 2. Low
- 3. Marked
- 4. Too marked
- 0. None observed

F. Obsessive-Compulsive Tendencies

- 1. Some
- 2. Low
- 3. Marked
- 4. Too marked
- 0. None observed

G. Passiveness

- 1. Low
- 2. High
- 3. Too high

H. Dominance

- 1. Low
- 2. High
- 3. Too high

I. Evasion

- 1. Low
- 2. Marked
- 3. Too marked
- 0. None

J. Others--Explain \_\_\_\_\_

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NEUROLOGICAL SCHEDULE

Case No. \_\_\_\_\_

I. Identification

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
Address \_\_\_\_\_ No. of Siblings \_\_\_\_\_

Subject's Rank among Siblings

1. Only child
2. Oldest
3. Middle
4. Youngest

II. Perinatal Period

1. Premature
2. Breech birth
3. Forceps extraction
4. Difficult birth

III. Infancy

1. Eneuresis
2. Eneopresis
3. Late talking
4. Excessive thumb-sucking

IV. Childhood

1. Temper tantrums
2. School performance

V. Puberty and Adolescence

1. Smoking
2. Alcohol intake
3. Excessive masturbation
4. Other sex abnormalities (homosexuality, sodomy or exhibitionism)

VI. Psychological Testing

1. I.Q. (Verbal, Performance, Full Scale Wechsler Intelligence Scale for Children)
2. Reading ability (Wide Range Achievement Test)

**VII. Disturbing Parent-Child Relationships**

1. Desertion or divorce
2. Severely-punished child
3. Alcoholism of parent
4. Out-of-wedlock child
5. Neglected child
6. Psychotic parent
7. Parental incompatibility
8. Lives with substitute parent
9. Promiscuous mother
0. Other (specify)

**VIII. Conditions Before the Act**

1. Precipitating factor
2. Disturbing parent-child relationship
3. History of impulsivity or compulsivity

**IX. Act Itself**

**A. Onset**

1. Sudden (discontinuous, unprovoked)
2. Chronic (repetitious, stereotyped)

**B. Description of act**

1. Truancy
2. Larceny
3. Runaway
4. Attack on a person
5. Rape
6. Pyromania
7. Attempted homicide
8. Other (specify)

**X. Conditions After the Act**

1. Awareness of act
2. Feeling of remorse
3. Ability to give motivation

**XI. Psychiatric interview**

1. Emotional blunting (general indifference)
2. Possible psychosis

**XII. Other Relevant History**

**A. Seizures**

1. Subject
2. Other family member

**B. Presumed etiology**

1. Head injury
2. Encephalitis

**C. Vegetative or autonomic disorders**

1. Headache
2. Vertigo
3. Abdominal pain
4. Nausea
5. Vomiting
6. Diaphoresis
7. Sudden chills
8. Syncope

## Appendix C

### COMPOSITION OF THE PUERTO RICAN POPULATION

#### Introduction

As requested, the following brief notes have been prepared on the composition of the Puerto Rican population. The unique socioeconomic, racial, and political situation of Puerto Rico--and its peculiar history--make it impossible to discuss its population composition with any degree of accuracy and completeness, without expanding the material to be presented into monograph length. Consequently, the following notes should be considered only tentative and preliminary.

Several basic writings and documents should be consulted by those interested in the problem. The U. S. Census data, of course, give the raw figures to be analyzed. Many comparable Puerto Rican sources--such as "Selected Indices of Social and Economic Progress," published by the P. R. Planning Board; several of the publications of the Social Science Research Center; the recent book by Gordon K. Lewis, Puerto Rico: Freedom and Power in the Caribbean (M. R. Press, New York, 1963); and the voluminous records and reports of the recent "Stacom"--are compulsory reading for any serious student of the socioeconomic and cultural reality of the Island.

Population

On July 1, 1965, Puerto Rico had an estimated population of 2,625,600. The municipal districts with the highest populations were Rio Piedras with 305,600 inhabitants and San Juan, with 174,700.

Rate of Growth

Between the years 1940 and 1950 the rate of growth was 18.3 percent, but between 1950 and 1960 the increase was only 6.3 percent. Thus, a total population of 1,869,255 in 1940 grew to 2,210,703 in 1950 and to 2,349,544 in 1960. Several explanations have been offered for the change in rate of growth. Migration has probably been one of the important factors.

Population Density

The Island of Puerto Rico extends for 3,421 square miles. The estimated population of 2,625,600 in 1965 gives a population density of 767.5 persons per square mile, one of the highest in the world.

The municipal districts with the highest population density are San Juan-Rio Piedras with 10,219 inhabitants per square mile; Cataño, with 4,640; and Bayamón, with 2,536.

Race

In the past it was possible to distinguish the Negro, Indian, and white stocks and their different mixtures. The different racial groups frequently had different socioeconomic levels and

functions. In a climate of peaceful integration, these distinctions disappeared, at least to a degree which makes it impossible to distinguish by means of any objective criteria the significant differences between Puerto Ricans of different stocks. The attitude, as well as the philosophy of life, that the Spanish colonial system brought with it made possible peaceful interrelations between the different races. The gradual fusion of the original racial groups generated the core of mixed racial origin of a principal-central nucleus which is the one that exists today; that is, with rare exceptions, it is not possible to find in Puerto Rico anybody whose genetic background has not been exposed to interrelation or fusion of different racial groups.

Examination of Table II of the United States Census of Population for Puerto Rico for 1950 produces another interesting fact. In 1899, 61.8 percent of the total population of the Island was white, while 38.2 percent was Negro; in 1930, the figures were 74.3 percent and 25.7 percent, respectively. In 1950 (the last year for which the Census included the race classification), the distribution was 79.7 percent for white people and only 20.2 percent for Negro. This indicates a strong racial "crossing over."

At the beginning of 1965 it was estimated that 47,000 foreigners were living in Puerto Rico. Of these, 22,000 were Cubans (mostly recent refugees), 7,000 were Dominicans, and

18,000 were from other countries. Continental North Americans are not classified as foreigners; their number is high, and includes several tens of thousands of permanent residents.

Age

As of July 1, 1965, 48.1 percent (or 1,264,400) of the total population were 19 years of age or less; 46.1 percent (or 1,209,600) of the population was between 20 and 64 years; the population of those 65 and over consisted of only 5.8 percent of the total.

Schooling

In the second semester of the academic year 1964-65, a total of 686,314 students, or 76.2 percent of the total school age population, were registered at all levels of the educational system (excluding those at university level): 65.3 percent of the 686,314 students were registered at the elementary level; 20.1 percent at the intermediate level; and 13.8 percent at the high school level.

The last year for which we have information regarding educational levels attained is 1960. According to this information, 23.1 percent of persons 25 years of age or over did not complete any grade of schooling. Only 12.7 percent of Puerto Ricans over 24 years of age had finished elementary school, while 7.2 percent had finished junior high school, 7.5 percent had completed high

school, and 3.5 percent had achieved a university level of education. The median grade completed was 4.6.

Of the total population 10 years of age and older (1,670,084 persons), 16.6 percent are illiterate, while 61.4 percent are unable to speak English.

### Religion

Catholics and Protestants are the dominant religious groups in Puerto Rico (with a strong prevalence of the former). Other religious groups exist, but they are small. The Protestants are divided into about 55 different religious subgroups. It has been estimated that, if church attendance is taken as a criterion, 25 percent of the population is Catholic and between 13 and 15 percent is Protestant.

### Migration

The migration statistics, submitted by the Bureau of Economics and Statistics of the Planning Board, show a radical change in migratory movements in the last few years. Between 1950 and 1953 net migration figures rose steadily from 34,155 to 74,603. After decreases during 1954 and 1955, to 44,209 and 31,182, respectively, net migration increased to 61,647 in 1956. Since 1956, migration has decreased continuously, to 10,758 in 1965, due to the fact that

many Puerto Ricans now return to the Island.

### Income

#### Personal Income

Utilizing the United States 1960 Census of Population, the municipal districts with the highest per capita income were: San Juan, with \$1,799; Bayamón, with \$1,665; Ceiba, with \$1,642; Guaynabo, with \$1,454; and Cataño, with \$1,391. The municipal districts with the lowest per capita income were: Maunabo, with \$411; Moca, with \$424; Patillas, with \$446; and Morovis, with \$450. According to the Planning Board's sources, the per capita income for the entire Island was \$541 in 1959 and \$900 in 1960.

#### Family Income

The municipal districts with the highest average income per family were: San Juan, with \$2,524; Bayamón, with \$2,376; Ceiba, with \$1,977; Carolina, with \$1,973; and Guaynabo, with \$1,926. The average income per family for the whole Puerto Rican population was \$1,300; 42.7 percent of Puerto Rican families had incomes lower than \$1,000, and 66.4 percent of all families had incomes lower than \$2,000.

### Political Parties

There were four parties in Puerto Rico in the 1964 elections. The Popular Democratic Party obtained the highest number of votes--

487,267, or 58.6 percent of the total votes cast for governor.

The Republican Party obtained 284,639 votes which represented 34.2 percent of the total votes cast for governor. The Christian Action Party obtained 26,864 votes, or 3.2 percent of the total votes cast for governor. The Independence Party obtained 22,195 votes, or 2.7 percent of the total votes cast for governor.

**Appendix D**

**DELINQUENCY STATISTICS  
FOR  
ADMINISTRATION AND RESEARCH  
IN  
PUERTO RICO**

**Marvin E. Wolfgang**

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**APPENDIX**

**Informe del Delito**

**Informe Suplementario, Informe del Delito**

**Intervencion con Menores**

**Informe Suplementario, Intervencion con Menores**

**Tarjeta de Record**

**Informe Estadistico de Menores (OAT Form 112)**

**Tarjeta Indice Juvenil (OAT Form 110)**

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Any value to be derived from this report must be attributed to the above-mentioned persons; any errors in fact or perception are those of the author. The cooperation of everyone who was interviewed and who supplied information to the author was indeed itself a gratifying experience. Each of the agencies is to be congratulated for its efforts in handling the difficult problems of maintaining a record system that is designed to be administratively efficient and serve the purposes of supplying information that makes possible more rational decisions in the disposition of juvenile delinquents who come to the attention of the public authorities.

M.E.W.  
May, 1966

## I. INTRODUCTION

This report is partly a review of some existing practices and partly a description and analysis of what many contemporary scholars in the field of criminology consider to be reasonable approaches to a currently conceived ideal record system. The report is not meant as a criticism of what exists, for the author had insufficient time to become properly immersed in all of the nuances of forms and filing systems maintained by the police and the courts to engage in an elaborate critique. Instead, the report is an over-view and seeks to provide a perception drawn from experience in other jurisdictions that might encourage some innovations to improve what already exists. The suggestions and recommendations in this report are meant to be considered by those administrators in Puerto Rico who have a fuller understanding, appreciation and insight into the local circumstances within which they function.

## II. DEFINITIONS, TERMS, CONCEPTS

Quantitative classified information is required for a comprehensive system of recording delinquency and includes the following main areas:

- (1) Delinquency events,
- (2) Delinquent offenders,
- (3) Dispositions of delinquent offenders and delinquency events.

### Delinquency Events

The perceptual meaning of a crime or delinquency event is familiar to most police departments who may use slightly different terminology, such as a "case," a "complaint," an "operation," "offense," or "incident." Reference to a delinquency event has been made elsewhere<sup>(1)</sup> and is used in the present report to mean a happening: (a) which causes someone to call it to the attention of the police, and which upon investigation is found to involve one or more violations of the criminal law (including juvenile court statutes); or (b) which the police themselves discover directly or indirectly during routine patrol and is found to exhibit one or more such violations.

Generally, an event is the occurrence described in a report or reports of the investigation by the police and given an individual identification number, such as a central complaint number, a district number, or some similar device. Most events are of a simple and singular nature. This does not mean that they are necessarily insignificant but that they

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(1) Thorsten Sellin and Marvin E. Wolfgang, The Measurement of Delinquency, New York: John Wiley & Sons, Inc., 1964.

are uncomplicated, such as a simple theft or a simple assault. Other events are more or less complex because they are of a continuous nature, like fraud or embezzlement, or because they involve more than one distinct violation of the criminal law. If an event involves at least more than one victim -- such as when two girls are raped on the same occasion or when three persons are assaulted by the same assailant during an occurrence -- complaints from the different victims to the police may be given different identification numbers and become the object of separate investigation reports. These reports may be nearly identical, each containing all the information needed for classifying and recording the total event. Cross-referencing then becomes necessary in order to permit consolidating the different reports pertaining to the same event and to avoid counting the event two or three times, which would incorrectly both increase the statistics of the number of events and any computation of rates.

An event in which both adults and juveniles participate as offenders may be called a mixed event. Whether such an event should be statistically recorded as delinquency is an arbitrary decision, but many jurisdictions do include these mixed events under the statistics on delinquency. It has been suggested by some authors<sup>(2)</sup> that only when the number of juvenile offenders exceeds the number of adult offenders in a mixed event should that event be classified as a delinquency. When there is an equal number of juveniles and adults, the event should

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(2) Ibid.

be omitted from delinquency statistics as being an adult one. It may be noted, however, that juveniles involved in such mixed events should be included when the unit of reference is delinquent offenders rather than delinquency events.

It is generally accepted today that data recorded by the police are the most useful source of information about the character and extent of criminality and delinquency, because they (a) are nearest in time to the offenses that are actually committed, and (b) include information about offenses that escape the attention of the courts due to the fact that a large proportion of offenses result in no apprehension and prosecution of offenders. Even when offenders are actually taken into custody, they may not be prosecuted; and this is particularly true of juveniles. Police agencies throughout the United States today commonly dispose "unofficially" of 1/3 to 2/3 of juvenile offenders known to them, without submitting them to the scrutiny of the juvenile court. This fact is further evidence in support of the contention that the fullest information about offenses in a community is contained in the records kept by the police.

Because the police in Puerto Rico have followed the Uniform Crime Reporting<sup>(3)</sup> System since July, 1958, it is possible to rely upon data about "offenses known to the police" as the chief source of information about the character and extent of crime in Puerto Rico. Moreover, as will be indicated infra, any index of delinquency should be based on police data when they are available although the data must come from arrests.

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(3) See any of the Uniform Crime Reports issued since 1930 by the Federal Bureau of Investigation, Department of Justice, Washington, D.C.

It is possible to establish the objective existence of an offense against the criminal law without knowing who committed it, but an offense cannot with certainty be attributed to a juvenile unless his apprehension permits the police to determine his age. Therefore, it is obvious but not trivial to point out that delinquency statistics must be based upon those offenses that are "cleared" by taking one or more persons into custody and who are, according to the statutes of Puerto Rico, under 18 years of age. <sup>(4)</sup>

Questions may arise about the validity of using official statistics from data recorded by the police, and about the fact that measurements of the extent and character of delinquency come only from offenses resulting in the apprehension of the offenders. This issue has been thoroughly discussed elsewhere<sup>(5)</sup> and resolved to the point of asserting that over time the ratio of cleared to uncleared juvenile offenses is

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- (4) A "child" for purposes of delinquency statistics in Puerto Rico refers to a person under 18 years of age or a person who has reached 18 years of age and is held to answer for an actual or attempted violation of a Commonwealth law or a municipal ordinance committed by such person before his having attained the age of 18. See: Act of June 23, 1965, No. 97 (34 L.P.R.A., paragraph 2001-2015); and Rules Concerning Minors: Law and Rules of Procedure, The Commonwealth of Puerto Rico: The Secretary of State, 1960.
  - (5) Sellin and Wolfgang, The Measurement of Delinquency, pp. 127-130; Stanley H. Turner, "Some Methods for Estimating Uncleared Juvenile Offenses," Journal of Criminal Law, Criminology and Police Science (March, 1965) 56:55-58.

constant. After an elaborate mathematical analysis of this issue, Turner concluded: "A valid index of juvenile delinquency depends on some assumption about the number of uncleared juvenile offenses. This number is not known but may be estimated. Of the five assumptions here considered concerning the relationship of the cleared juvenile offenses, to all known offenses, one assumption is suggested as being the most feasible: The proportions of juvenile and adult offenses cleared do not vary significantly from one year to the next."<sup>(6)</sup>

With this assumption, it is reasonable to develop indices of delinquency, to speak about the representative character of delinquency and to do trend analyses on the basis of police-recorded and "cleared" juvenile offenses. The loss of the subuniverse of "offenses known to the police" but "uncleared," and that may have been committed by juveniles, is not viewed, therefore, as a disturbing bias for the analyst, public administrator, or other consumers of delinquency statistics who must rely upon the "cleared" juvenile offenses.

Another matter to be considered in the definition of delinquency is the type of act that may be committed by persons under 18 years of age. Juvenile delinquency generally includes many kinds of conduct, often inadequately and imprecisely defined in the juvenile court laws. In addition to violations of the criminal law, delinquency embraces many "juvenile status offenses," such as incorrigibility, truancy, running

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(6) Turner, op. cit., p. 58.

away from home, etc. These are offenses which may not be punishable at all if an adult committed them, or which an adult could not commit according to the law. Children who are habitually truant, runaways, incorrigible or who have highly undesirable associates may indeed be in need of assistance and guidance that can be assured by bringing them to the attention of the juvenile court or other agency. But most authoritative opinion today -- as reflected in the Standard Juvenile Court Act adopted by the National Council on Crime and Delinquency and in resolutions passed by the Second World Congress on the Prevention of Crime and Treatment of Offenders, conducted by the United Nations in London in 1960 -- holds that such conduct should not be labeled delinquency. The author of this report recommends that "juvenile status acts" such as truancy, incorrigibility, and running away from home be recorded but separately handled statistically from those acts that are violations of the criminal law were they committed by adults.

Finally, as will be indicated later, in none of the reports of juvenile delinquency in Puerto Rico examined by this writer do there appear to be statistics on the volume and character of delinquencies rather than delinquent offenders. There are, of course, few jurisdictions in the United States that report on the number of delinquent acts or events in addition to reporting on the number of juvenile offenders. Obtaining information about the number of delinquent offenses and not only the number of juvenile offenders dealt with by the police and other authorities is highly recommended by many scholars because

a more valid reflection of the extent of injury inflicted on the community by juveniles comes from the proper recording of acts rather than only actors. Especially is this recommendation pertinent with respect to juveniles, for in high proportions juvenile delinquents commit their acts in pairs or in larger groups. Thus, an accounting of the number of juveniles administratively handled by the police or by the courts may give an inaccurate impression of the number of delinquent acts and the amount of community injury inflicted by juvenile delinquents.

Delinquent Offenders

Within the definition of delinquency provided by the Commonwealth law on juveniles, and within the recommended definition of a violation of the law that may be declared as delinquency, persons taken into custody by the police for such violations are thus designated as delinquent offenders or juvenile delinquents. As we have indicated supra, juveniles who are processed administratively by the police or directly to and through the juvenile court as being defective or dependent or otherwise a behavioral problem (incorrigible, runaway, or truant) should not bear the label of being a delinquent or a juvenile offender. Most juvenile delinquent statistics in the United States, including the Commonwealth of Puerto Rico, provide data based upon the number of juveniles rather than the number of juvenile delinquencies..

For over a decade, most city police departments have used a dichotomy of "official/nonofficial arrest" or "remedial/arrest," or "warned/arrest," for apprehending juveniles but not for arresting adults.

Yet both forms of juvenile disposition are recorded, and rates of delinquency, based on the number of juveniles taken into custody, are computed from the total.

Since 1963, the police in Puerto Rico who are connected with the Juvenile Aid Division (División Ayuda Juvenil) have been turning over all juveniles taken into custody to the juvenile court authorities for disposition. Separate treatises have been written on these matters which we cannot pursue here in detail. Perhaps the most serious objection that students of crime and delinquency statistics raise in most record-keeping systems is the existence of duplication when delinquents are treated as statistical persons rather than individual, unduplicated persons. There are only a few jurisdictions in the United States (such as Honolulu, Hawaii and Cincinnati, Ohio) that keep separate statistical accounts of the number of juvenile individuals who are in any calendar year involved in delinquency, as well as the total number of times that a person of juvenile age is taken into custody by the police or processed by the juvenile court. It is quite conceivable and recommended that both types of data are important for different purposes. Keeping track of the number of individuals yields information about the number of persons within a given population unit who have committed delinquent acts. Keeping track of the number of statistical persons (i.e., the number of times all persons are administratively processed) yields information about the volume of business handled by the appropriate authorities. It is therefore suggested that both the duplicated and

unduplicated account of juvenile offenders be maintained.

It should also be kept in mind that the proportion of the entire juvenile population under 18 years of age who, in any calendar year, are processed by the police and juvenile court is generally no higher than 3 to 5 per cent. There are, however, several factors denied clarity by this kind of commonly recorded statistic: (1) statistics on juvenile arrests or juvenile court appearances include duplicate counting of the same juveniles who have run away, been truant, committed burglary or malicious mischief, etc., more than once during the year, and for some types of offenses this amount of duplication can be sizable; (2) the figure ignores the fact that children have been delinquent during preceding years and that in many census tracts throughout large cities as many as 70 per cent or more of all juveniles under 18 years of age, at one time or another during their juvenile-court-statute ages, may have been delinquent. Solomon Kobrin<sup>(7)</sup> and others have drawn attention to this perspective; Nils Christie<sup>(8)</sup> in Norway has done the most elaborate study on the topic by analyzing a birth cohort; and the Center of Criminological Research at the University of Pennsylvania is presently engaged in a large scale research of a birth cohort of approximately 10,000 males in order to compute a cohort rate of delinquency, examine their cumulative seriousness scores by age and over time, and to provide

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(7) Solomon Kobrin, "The Conflict of Values in Delinquency Areas," American Sociological Review (October, 1951) 16:653-661.

(8) Nils Christie, Unge norske lovovertrædere, Oslo, Norway: Institute of Criminology, Oslo University, 1960.

a prediction model that might aid in decisions about the most propitious time in juvenile life cycles for maximizing the effectiveness of social intervention. These references to birth cohorts and rates of delinquency that might be computed on the basis of cohorts are mentioned here as suggestions that become more meaningful in a later discussion under the topic of central registration.

#### Dispositions

Every time a juvenile is taken into custody and transferred from one administrative unit to another, or out of the domain of public authority-handling altogether, a new disposition or administrative decision is made. As we have said, one real person may be several statistical persons in any one year, according to the manner in which delinquency statistics are generally maintained in the United States, Puerto Rico being no exception. Statistics on police and court decisions are not statistics of juvenile offenders (i.e., persons). The concept of disposition or decision and of delinquent offender should, therefore, be clearly separated. It may indeed be important for assessing the amount of police or court work to know the number of persons as well as the number of decisions made and the relationship between the two. Persons are affected by these decisions, but it is the last decision, when there are more than one, that is the factor of most concern to the individual offender and perhaps to the meaningful interpretation of the administration of justice.

When the juvenile division of a police department has the authority to use discretionary power to dispose of juvenile offenders at the police level, without passing the juvenile through the administrative process to the juvenile court, then it is obviously important that information about these police dispositions and decisions be maintained also for purposes of computing rates of delinquency and of delinquents and to be able to analyze the appropriateness of these police decisions. At the intake interview, as a juvenile appears before the court system, another point of decision-making is reached, and the juvenile may be disposed of then rather than appearing before a juvenile court judge. Again, statistics on these intake decisions should be clearly separated and maintained.

Statistical Display of Delinquency

Delinquency events, delinquent offenders, and dispositions of delinquents may be displayed statistically in a variety of forms. The most common method used in the United States in general and in Puerto Rico in particular is through absolute numbers of juveniles taken into custody by the police and processed by the juvenile court. The percentage distribution by types of offences and the absolute percentage increase from one year to the next is also a common practice. For purposes of reporting in a manner to conform to the Uniform Crime Reporting System and to display information recorded by the police in Puerto Rico,<sup>(9)</sup> the

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(9) See Delincuencia Juvenil, Policia de Puerto Rico, 1963-64.

percentage change each year, in the number of juveniles taken into custody by types of offenses, is a typical method employed.

The most meaningful, valid and useful demographic statistical technique for displaying the information is through juvenile population rates (per 100,000, 10,000 or 1,000). Moreover, because of considerable variations that may occur in fertility rates and the proportion of persons under preschool age, it is essential that rates of delinquent events, offenders, and dispositions be based upon the juvenile population capable of committing delinquency; i.e., generally between ages 7 or 8 and 18 years of age.

Moreover, rates of delinquency should be displayed in an age-specific fashion such that single ages, both for males and females, would be regularly recorded. Most delinquency in Puerto Rico, as elsewhere in the United States, appears to be concentrated in ages 15-17. Computing rates of delinquency per 100,000 of the population under age 18 fails to give adequate priority to the clustering of delinquency in these later ages. Thus, age-specific rates by sex and by type of offense constitute the most meaningful way of statistically displaying delinquency.

### III. RECORD KEEPING IN PUERTO RICO

An earlier report mentions some of the various forms and processes used in recording crime and delinquency in Puerto Rico. This section of the present report, drawing attention to a few items only, is meant as a summary statement of the basic system of recording delinquency in Puerto Rico.

Upon receiving a complaint or discovering an offense on its own, the police use a form entitled, "Informe del Delito." This form, which has space for entries on 36 separate items is used for all "offenses known to the police." From this form information is derived for conforming, since July 1958, to the recording system of the Uniform Crime Reports. The form is filled out for all kinds of crimes, whether committed by adults or juveniles, and whether or not an offender is later identified and taken into custody.

If a juvenile under 18 years of age is identified as the perpetrator on the Informe del Delito, a second form, referred to as "Intervencion con Menores," is employed. This form, which has space for 35 separate items of information, is matched with the Informe del Delito according to crime number (Numero del Informe) and the district in which the offense occurred. Identifying data about the police area, police district and number within each district are then used for purposes of punching IBM cards. The number which provides the cross reference between information of the crime and the Intervencion sheet is meant to be specifically related to juveniles, for a second set of numbers is used

in adult cases. Numbers are assigned from 1, beginning on January 1 of each year, and continue seriatim until December 31 of the same year. The Intervencion forms have been used since June 1959 and appear to satisfy most of the administrative purposes for which it was designed in the Police Department. There are, of course, supplementary sheets used for both the Informe del Delito and the Intervencion con Menores. The "Informe de Arresto" is used only in the case of adult offenders, thus retaining the nomenclature of "arrest" for adults and "intervention" for juveniles.

The functionaire who fills out the Intervencion con Menores is ordinarily the police officer who has intervened in the case and made the follow-up investigation. The form is sent to the Juvenile Aid Division (Division Ayuda Juvenil) of the Police Department, where further investigation may be undertaken, after which a copy of the form is sent to the court when the complaint has been properly registered on the form. When a juvenile commits two or more offenses at the same time (i.e., a complex delinquency event), only one Intervencion con Menores form is filled out; however, if two or more juveniles commit the same offense at the same time (i.e., one delinquency event involving multiple participants) a separate Intervencion con Menores form is completed for each one of the participants. It appears possible, therefore, to provide statistical compilations that relate the number of delinquency events with the number of delinquent offenders by using the Numero del Informe that appears on both the Informe del Delito and the Intervencion

con Menores. However, no copy of the offense report (Informe del Delito) is attached to the report on the juvenile (Intervencion con Menores). Furthermore, information provided to the writer of this report indicates that there is no record of the unduplicated count of juveniles, despite the fact that such a count is possible within the present operating system.

Lieutenant Alberto Diaz Vega, Chief of the Juvenile Aid Division, reported that there are 33 staff members of the Division working in the San Juan Police District. Lieutenant Diaz Vega and other authorities have also reported that until 1962-63 the members of the Juvenile Aid Division were able to handle many of the delinquency events at the police administrative level by using their own police discretionary power. Unfortunately, it appears that there were no well-established and codified criteria for operating in this fashion, but it should be noted that almost every major city in the United States employs some procedure for police disposing of relatively minor delinquencies. In many cities the proportion of terminal police dispositions ranges from 1/3 to 2/3 of all juveniles taken into custody by the police. Assuming that civil rights and due process are appropriately assured under supervision by the police, there appear to be good reasons for permitting terminal police dispositions at the administrative

level. Maximizing the efficiency of the entire administrative system and reducing the overload in the courts are among these reasons. Since 1963, however, the Juvenile Aid Division presumably has been required to send all juvenile offenders to the intake interviewer at the juvenile court.

Criteria often used by many police departments to determine whether a juvenile should be passed on for further processing beyond the police usually include the following:

- (a) the seriousness of the act,
- (b) The attitude of the parents and the general home environment of the child,
- (c) whether the juvenile has had prior contact with the police,
- (d) whether prior contacts are large in number, serious in quality, or both.

In some cities, regardless of the types of prior offenses for which the juvenile may have been taken into custody by the police, if the juvenile has had five or more prior police contacts, he is automatically referred to the juvenile court. Local policy and community sentiments, as well as several other dimensions may somewhat alter and vary the number and types of criteria that might be used for providing an

automatic arrest disposition by the police, rather than a warning. It should be noted, however, that even offenses classified as Part I in the Uniform Crime Reporting System (criminal homicide, forcible rape, robbery, aggravated assault, burglary, larceny of \$50 or more, auto theft) are commonly given such labels for reporting purposes and for classification under the statutes of the Commonwealth, but may indeed be relatively minor in character, and could efficiently and appropriately be handled at the administrative level by the police.

Police rubrics for handling juvenile cases suggest that the Juvenile Aid Division officer who fills out the Intervention report and who investigates the case should be present at the hearing with the intake interviewer. However, it is not always the case that the police officer who fills out the report or who appears with the intake interviewer is the same officer who previously apprehended the boy or who investigated his case. Moreover, the original handling of the complaint and its investigation may be done by police officers other than those assigned to the Juvenile Aid Division. It would theoretically be possible to have Juvenile Aid Division officers assigned to each of the 11 police stations in the San Juan District, thus insuring the investigation of a delinquency, the completion of each Intervencion del Menores report, and the follow-through of the case to the single liaison officer at the court. It may be, as it appears to this observer, that there is an insufficient number of officers specifically assigned to the Juvenile Aid Division. From the ratios that are found in other cities, 33 officers

assigned to this Division is not an adequate number for dispersion throughout the San Juan District, and almost any recommendation for change would surely suggest a considerable increase (perhaps doubling) in the number of such officers.

Although special training in the Police Academy for two months is part of the background of all officers, there is no special training for Juvenile Aid Division officers. This lack of training is unfortunate, but at least some kind of in-service training program would seem to be highly desirable. Moreover, officers are presumably shifted around from one Police Division or duty to another, and there is apparently a lack of long service continuity. Experience from police administrations elsewhere points to the desirability of retaining persons in juvenile work for considerable periods of time, once the appropriate officers are selected and the special skills needed for working with juveniles are developed. It is also far better if the Juvenile Aid Division officers fill out the Intervencion con Menores report form rather than simply investigating the cases but sometimes having the Detective Division and other police officers fill out these reports. It might parenthetically be noted that one copy of the Intervencion con Menores report stays with the specific police district where the offense occurred, two copies go to Central Police Headquarters, and one copy remains with the Juvenile Aid Division. A copy should at all times go to the intake interviewer of the court so the court has the record of both the Informe del Delito and the Intervencion con

Menores and can relate the one form to the other.

At the Juvenile Aid Division an alphabetical file is maintained for all Intervencion con Menores reports for juveniles aged 8 through 17 years. In January of each year the file is examined and the forms of all juveniles who have reached age 18 are removed and are sent to Central Records for disposal. A card file ("Tarjeta de Record") is maintained which duplicates the letter file alphabetically. This card file may be referred to as a "Master Record Card File," similar to that found in many other major cities in the United States. The cards are kept only on active cases.

Although the forms presently used for reporting an offense known to the police, for describing the offense and the juvenile taken into custody, appear to be reasonably adequate for the present operating system, there are some suggestions that have been made in a preliminary report and which appear in a later section of the present report.

As was earlier indicated, since 1962-63 the police are expected to pass on to the intake interviewer of the juvenile court all juvenile offenders taken into custody by the police; consequently, disposition by the police is presumably no longer performed without this process. Because of differences in the police and juvenile court statistics, there is some reason to believe that this policy is not operationally maintained in all cases, although this observer is unable to make any further comment about this matter for an investigation was not made of this issue in detail.

Only in the San Juan District is there a permanent liaison between the police and the court; a sergeant from the Juvenile Aid Division has an office located in the court building. This police officer is not usually the investigating officer, and troublesome conditions sometimes arise when members of the Detective Division perform the investigation and the officer from the Juvenile Aid Division present in the court does not really know the full circumstances connected with the case. That it is desirable to have a liaison officer represent the police in the court is hardly contestable; however, if all final investigations, contacts with the juvenile and his parents, and the writing of the Intervencion con Menores report were made only by officers from Juvenile Aid Divisions and if the same officers involved in specific cases were able to testify in court or at the intake interview, the fullest amount of information from the police perspective would be available to all parties concerned. Such a recommendation is undoubtedly related to other suggestions about increasing the number and improving the training of Juvenile Aid Division officers throughout the Commonwealth. These recommendations are particularly pertinent so long as the discretionary power of the police is not available for terminal disposition of a large number of the cases and without having to transfer them to the intake interviewer at the court. Even if the policy were to be established of returning to the police their original administrative decision-making power, maintaining the relationship between the investigating officer on the case and his appearance before the intake

interviewer and the juvenile court is still an appropriate recommendation for what would then apply to a smaller volume of intake cases.

In order to understand the recording system that produces judicial statistics in Puerto Rico, it is necessary to describe briefly some portions of the decision-making process and the administrative structure involved in the disposition of juvenile cases. Statistics published by the Office of the Administration Tribunals (OAT) are based upon information recorded on a white sheet entitled "Informe Estadistico de Menores" (OAT Form 112). Form OAT 112 has been in use since 1955-56 and has been substantially the same during the past decade.

We have earlier indicated that, since 1963, policy prescribes that the Juvenile Aid Division bring all juvenile offenders to the attention of the intake interviewer, who is part of the Social Service Division, Court Administration Office. The intake interviewer de facto makes the decision about whether the juvenile court should assume jurisdiction of a case. De jure, the judge makes the final decision, but in practice only examines the intake interviewers' decisions of "no jurisdiction." Before 1955, the staff of the District Attorney's office had final authority in determining jurisdiction; from 1955 to 1959, social workers in the Social Service Division of the Court Administration Office made final decisions; and from 1959 to the present, the Supreme Court ruled that the judges had final authority.

The intake interviewer may determine that the court has no jurisdiction if:

- (a) there has been no violation of the law,
- (b) the juvenile is declared mentally ill,
- (c) the psychiatrist claims that the court experience would be detrimental to the child and that there is no serious security problem,
- (d) the case should legitimately be handled by the child welfare agencies.

The court is assumed by the intake interviewer to have jurisdiction if:

- (a) the law violation amounted to a felony had it been committed by an adult,
- (b) the juvenile has a court history of delinquency,
- (c) the juvenile has a history of general anti-social behavior known to the police, teachers, or his family, who declare that he is a constant runaway or truant,
- (d) parents cannot assume proper authority over the child, and child welfare agencies have not been successful in handling him,
- (e) the juvenile has inadequate "internal controls,"
- (f) the neighborhood of the juvenile contributes seriously to his delinquency, and efforts should be made to encourage the parents to move,
- (g) a consulting psychiatrist or psychologist recommends the juvenile be handled in the court because of severe emotional disturbance.

These are typical reasons, either separately or jointly, that may cause an intake interviewer to refer the juvenile in a delinquency event to be passed on to the court.

In Puerto Rico there are 9 courts for juveniles and only 5 juvenile court judges. Disposing of cases ranges in time between 30 and 90 days. In San Juan, two juvenile court judges sit on the bench between seven and eight hours each day. Two hearings are held weekly in Ponce; one hearing is held weekly in Bayamon; three hearings monthly, in Mayaguez; two hearings monthly in Guyama, in Aguadilla, Caguas, Humacao, and Arecibo. For all of Puerto Rico there are only 42 probation officers, 15 social workers who do intake interviewing, 3 social work supervisors, and one psychiatric social worker.

OAT Form 112 is checked by the intake interviewer and filled out for each delinquent child between the ages of 8 through 17. An IBM card is made out on the basis of each form, and an appropriately detailed code sheet is maintained for key punching. OAT Form 105 Rev. is an additional form filled out at the Juvenile Aid Division of the Police Department and signed by the liaison sergeant from the Juvenile Aid Division. The form is filled out commonly by the police sergeant no matter who may have made the original investigation, although the investigating officer is commonly the one who speaks with the intake interviewer if the delinquency is equivalent to a felony.

Considering the volume of cases handled by the police, social workers, and juvenile court judges, it is obvious there is insufficient

staff at each major point in the decision-making processes. Intake interviewers generally handle between 25 and 30 cases per week, which is far too many to do the tasks fully and well. The social worker generally sees and interviews the juvenile in the morning and writes up the case in the afternoon. At the time of investigation by this observer, there was commonly a 7-day lag in writing up cases, and one intake interviewer was 16 cases behind schedule. Cases received at intake during the last week of October did not go to court until the last week in November. At least this was the situation in the San Juan Juvenile Court District, but in other districts the temporal gap between intake and court hearing was as long as three months.

As indicated elsewhere, OAT Form 112 could benefit from some revisions. For example, because some confusion now exists between information about the juvenile's birthplace and the place where the offense occurred, differentiation and specificity of these two items is required. It would also be useful to include as a new item the place of residence of the juvenile at the time of the commission of the offense, as well as the specific place where the offense occurred. More information about the family situation of the juvenile, whether the family had migrated from and returned to Puerto Rico, information about education and occupational training, and isolated or group activity of the juvenile during commission of his offense would appear to be desirable items for inclusion.

It is of further interest to note that because a separate OAT Form

112 is filled out for each juvenile appearing before the Administration Office of the Court, a common centrally-registered number for cross-referencing with the Informe del Delito and the Intervencion del Minores would be not only possible but useful for relating police and judicial statistics. Within the presently operating system, at any rate, it apparently would be possible to have the police and court statistics agree if the police used a copy of the OAT Form 105 report in the annual report of the Juvenile Aid Division. At present, the Intervencion report, the report on offenses known to the police involving a juvenile and forms OAT 105 and OAT 112 are not being coordinated.<sup>(10)</sup>

Finally, reference should be made to OAT Form 110, which is a card index filed alphabetically, in use since 1956, but considered reliable and filled out in standard form only since September 1963. In the central file of the Court Administration Office (Loiza Street, Santurce) are 13 files, each two feet long, and filled with OAT Form 110. These index cards are not classified as being active or closed cases, nor are they filed according to judicial districts. OAT Form 110 appears in the Appendix and contains only very basic information about the name of the juvenile, his address, the name of the mother and father, prior appearances and dispositions before the court. Incidentally, it is

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(10) It should be noted that there are many other forms that are involved in the handling of juvenile delinquent cases, but attention in this report has been paid to those forms that play principal roles in the collection of delinquency and delinquent statistics. For a complete listing of all forms, see the Manual Para Uso de Los Trabajadores Sociales del Programa de Menores, prepared by Mrs. Isabel Suliveres, Chief of the Division of Social Services in the Court Administration Office.

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interesting to note that no indication of the sex of the juvenile appears anywhere on the card. More will be said about OAT Form 110 in a later section of this report under the topics of central registration and follow-up studies.

#### IV. CLASSIFICATION MODEL AND SERIOUSNESS OF DELINQUENCY EVENTS

##### A Model for Classifying Events

Statistics on juvenile delinquency in Puerto Rico are tabulated according to offense violations found in the statutes. Reports from the Juvenile Aid Division follow the practice of the Uniform Crime Reporting System and have the following limitations:

- (1) Legal labels are used for statistical classification, and the continued use of Part I and Part II offenses, as well as the notion of a "crime index" that includes seven offenses, infer a hierarchical ordering of seriousness that is not substantiated empirically.
- (2) Attempted acts are commingled with completed acts, thus confusing the two and compounding problems by incomplete reporting and police interpretations of intent and attempt.<sup>(11)</sup>
- (3) Because only the highest order of an index offense is used when there are multiple offenses committed in a single delinquency event, the amount of physical harm or property loss and the duality of personal injury and property loss are altogether hidden.
- (4) Each offense is counted as a single unit of 1 and the wide range of delinquent behavior covered by seven offenses in the Uniform Crime Reporting index lacks any weighting by seriousness of offense.

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(11) Moreover, police officers are not always consistent in classifying offenses. See Franco Ferracuti, R. P. Hernandez, Marvin E. Wolfgang, "A Study of Police Errors in Crime Classification," Journal of Criminal Law, Criminology and Police Science (March, 1962) 53:113-119.

Critiques of the traditional methods of recording and reporting crime and delinquency statistics have appeared in the professional criminological literature.<sup>(12)</sup> It is not our purpose in the present report to elaborate on these critical comments, but one or two illustrations will suffice to indicate the major thrust which they contain.

The crude legal labels attached to many acts committed by juveniles give a false impression of the seriousness of their acts, and this legal nominalism equates acts committed by juveniles and adults. For example, a "highway robbery" may be a \$100-theft at the point of a gun and may result in the victim's being hospitalized from severe wounds. But commonly, juvenile acts that carry this label and that are used for statistical compilation are much more minor. Typical in the files of a recent study were cases involving two 9-year old boys, one of whom twisted the arm of the other in the school yard in order to obtain 25 cents of the latter's lunch money. This offense was recorded and counted as "highway robbery." In another case, one 9-year old boy engaged in normal exploratory sexual curiosity with an 8-year old girl on a playlot. The girl's mother later complained to the police, who recorded the offense as "assault with intent to ravish." Whether these particular examples would be appropriate to Puerto Rico is not known to the writer without investigation of a sample of police reports. However, the

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(12) For example, see the author's "Uniform Crime Reports: A Critical Appraisal," University of Pennsylvania Law Review (April, 1963) 111:708-738.

principle should be obvious: -- generic titles given to offense categories under which statistics are compiled are grossly inadequate for reflecting the great range of variation that exists in delinquency events.

For index purposes, to which Puerto Rican delinquency statistics contribute, a \$50 larceny is equated with a premeditated murder so far as the contribution to a numerator in computing rates of delinquency is concerned. Taken as a whole, in which each offense represents a unit of 1, the total number of offenses in the seven categories (criminal homicide, forcible rape, robbery, aggravated assault, burglary, larceny of \$50 or more, auto theft) is not a figure that says much that is meaningful about the delinquency problem. Moreover, it is possible that trends of delinquency, represented by these seven offenses, do not reflect trends in the other types of offenses. As a class, a delinquency index is overweighted with offenses against property, as can be observed by examining any of the tables from the Juvenile Aid Division of the Puerto Rican police. Nothing now exists in the officially published collection of delinquency statistics to yield better information about the qualitative variations of seriousness, although the offense reports themselves generally contain enough information to show these variations statistically. Score values of seriousness are possible and available for producing a weighted rate of delinquency, much like the operating refinements in fertility and mortality rates or in econometric analyses.

Below is presented a model for the classification of delinquency derived from a recent study at the Center of Criminological Research,

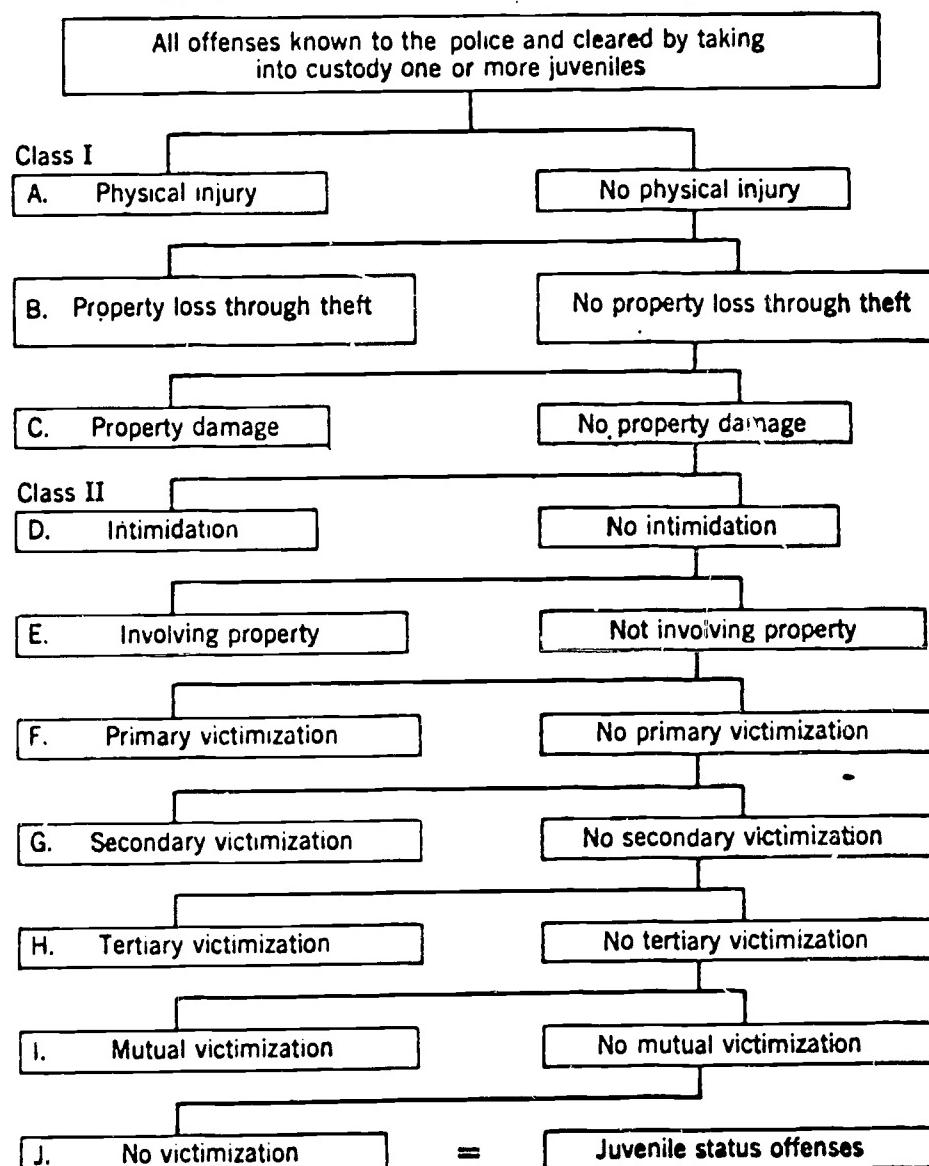
University of Pennsylvania, Philadelphia. This model and subsequent statements made about scoring offenses according to seriousness of delinquency are meant not to supplant but to supplement existing traditional methods of recording juvenile delinquency statistics. The classification scheme is based upon a process of continuous elimination of all preceding major variables once the first category is established. When a variable is selected for determining a category, the category is derived by dividing all the delinquency events which do not possess the major variable of the preceding category into those in which the new variable is present and those in which it is absent. Although some characteristics of one category may be found in another category, each category fully defined and described includes all cases which possess its major variable and consequently is exclusive of all other categories. This process eliminates "catch-all groups" or any congeries commonly listed in studies elsewhere as "all other offenses" or "miscellaneous offenses." The classification model includes 10 major categories as indicated below.<sup>(13)</sup>

Class I offenses include categories A, B, and C. Class II offenses include D through J. All categories have the following characteristics: (1) they are derived from police data; (2) they are based upon data that are empirically verifiable; (3) they are mutually exclusive for

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(13) This section of our discussion appears in substantially the same form in Sellin and Wolfgang, The Measurement of Delinquency, 1964.

MODEL FOR THE CLASSIFICATION OF DELINQUENCY



no acts embraced by one category can be classified under any other category; (4) the description of each category permits objective and reliable classification so that different observers can place the same acts in the same categories.

A Class I offense contains either personal injury, property theft or property damage, but could conceivably possess all these characteristics. An offense that contains none of these variables appears under Class II. Within Class I there are seven possible combinations of a delinquency event, involving the presence or absence of injury, theft or damage. The following Venn diagram shows the way in which these seven combinations may appear.

#### Class I Offenses

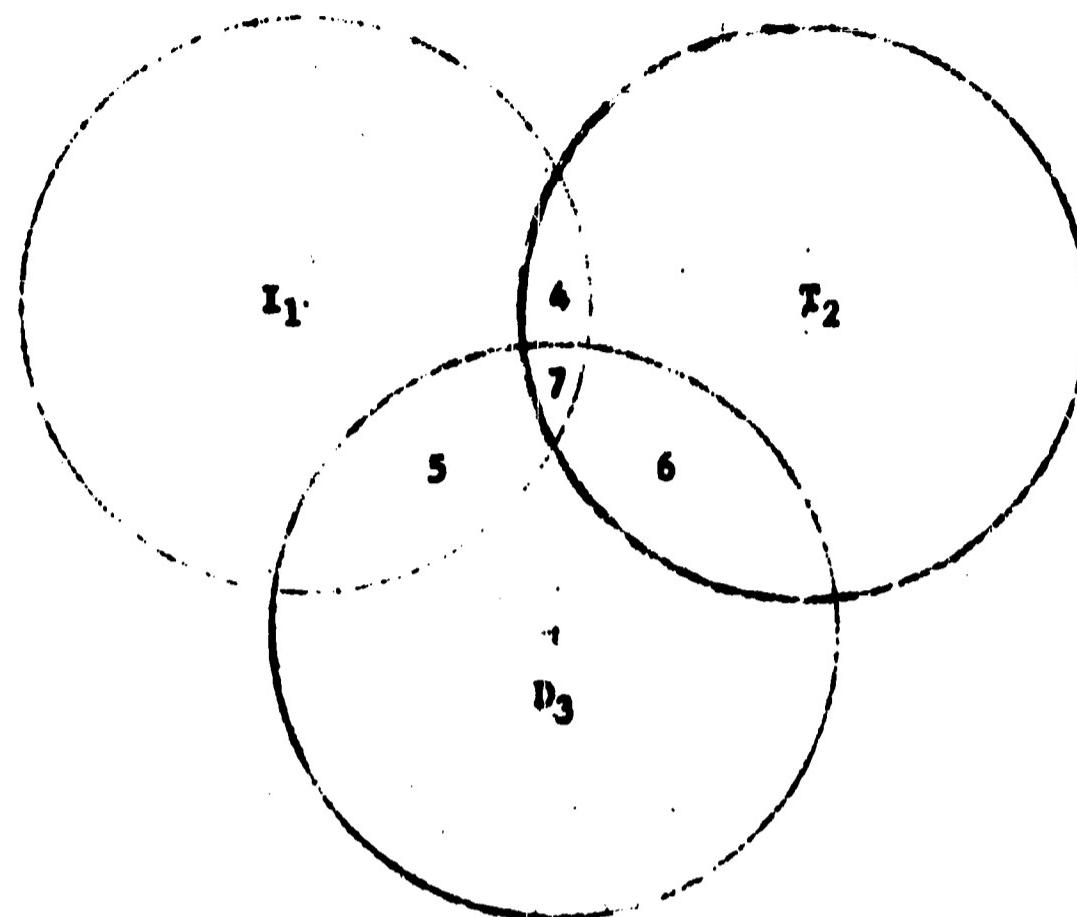
Category A. Bodily Injury. An offense, regardless of its legal title, that produces bodily injury to one or more victims is included in this category. The amount of injury may vary from "minor" to "treated and discharged," "hospitalization," and "death."<sup>(14)</sup> There must be some victim in these cases, for all involve vis-a-vis offenses. Property may or may not be stolen or damaged and there may or may not be intimidation preceding the physical injury; and there may or may not be a sex violation.

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(14) "Minor injury": An injury that requires or receives no professional medical attention. The victim may, for instance be pushed, knocked down, be mildly wounded -- minor cut, black eye or bruise.  
"Treated and discharged": The victim receives professional medical treatment but is not detained for prolonged or later care.  
"Hospitalization": The victim requires in-patient care in a medical institution, regardless of its duration, or out-patient care during three or more clinical visits.

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- 1 = I = Injury
- 2 = T = Theft
- 3 = D = Damage
- 4 = Injury and Theft
- 5 = Injury and Damage
- 6 = Theft and Damage
- 7 = Injury, Theft and Damage

Category B. Property Theft. Any offense that does not produce physical injury to the victim but which does involve the loss of property through theft is included in this category. The value of the amount stolen may vary from less than \$1 to an undesignated upper limit. There must be some victim; the property stolen may or may not be damaged, and there may or may not be intimidation.

Category C. Property Damage. Any offense that does not produce (a) physical injury to the victim, or (b) loss of property through theft, but does include damage to property is included in this category. The amount of the damage may vary from less than \$1 to any upper limit; there must be some victim and there may or may not be intimidation.

#### Class II Offenses

Category D. Intimidation. Regardless of its legal title, any offense that does not involve any of the preceding categories but does involve intimidation is included in this category. The intimidation may be by verbal threats, the display of a weapon, or fist as an instrument of potential harm, or the use of physical restraint.

Category E. Property Loss Threatened. Regardless of its legal label, any offense that does not produce the elements in categories A through D but does involve the threatened loss of property is included in this category.

Category F. Primary Victimization Only. Any offense that does not involve the elements of categories A through E but does involve a personalized victim is included in this category.

Category G. Secondary Victimization Only. Any offense that does not involve elements of the preceding categories but does involve secondary victimization is included in this category. Secondary victimization generally refers to commercial establishments such as department stores, railroads, theatres, chain stores and churches. The victim is impersonalized but not so diffusive as to include the community at large.

Category H. Tertiary Victimization Only. Any offense that does not involve elements in the preceding categories but does involve tertiary victimization is included in this category. Tertiary refers to a very diffusive victimization that extends to the community at large and includes offenses against the public order, social harmony or the administration of government. Regulatory offenses and violations of city ordinances are typical.

Category I. Mutual Victimization Only. Any offenses not including elements of the preceding categories but in which the participants engage in mutually consensual acts that are violations of the law, for example, fornication, adultery, statutory rape are included in this category.

Category J. No Victimization. Any offense that does not involve elements of the preceding categories but does involve what is designate as "no victimization" or offenses that cannot be committed by an adult and which are referred to as "juvenile status" offenses are included in this category.

From this model classification, it is possible to use Class I delinquency events for purposes of constructing a delinquency index. There are generally accepted assumptions that a delinquency index should be established only from those offenses (1) that have a high degree of reportability and that are therefore sufficiently serious to warrant a complaint to be made; (2) that are not consensual acts generally hidden from the public authorities; and (3) that are not acts whose volume, trends, and fluctuations are seriously affected by police administration policy (such as raids on houses of prostitution). Thus, assaultive offenses involving bodily injury against the person, the theft of property and the damage to property are generally highly reportable offenses that have the benefit of objectively observable criteria for recording and measurement purposes.

Seriousness Score Values for Weighted Rates of Delinquency

We have also asserted that some kind of weighting system for indicating the qualitative dimensions and range of variation in delinquency should be included in a delinquency index. We are not here suggesting that the particular numbers derived from a complicated scaling analysis of offenses found in a Philadelphia study should be automatically employed in Puerto Rico. What we are suggesting, however, is that some replication of this scaling study and analysis might be performed in Puerto Rico, from which study scores could be derived and used as a multiplier for the frequency of various types of index offenses. The ultimate purpose would be to compute weighted rates of delinquency over time and in various statistical reporting areas of the Commonwealth.

The following page illustrates the scoring system suggested from the Philadelphia study and is meant only as an example of how weighted rates and scores of seriousness of delinquency might be constructed after a scaling study was completed for Puerto Rico. The specific numbers in column 3 under "weight" were derived from nearly 1000 subjects who represented the middle class value system in the Philadelphia community. The raters included a large number of police officers, juvenile court judges and three sets of university students.

All statistics of criminality take account of both its quantity and its quality. The number of acts of delinquency is considered important for determining relative increases or decreases from one period to another. The traditional system of counting "Index" crimes solves this problem by counting the victims in assaultive crimes and the number of "distinct operations" in property crimes. The system illustrated on the score sheet included in this report counts instead "Index events," as earlier defined under the first section of this report.

It is equally important to know the quality or character of criminality in order to determine if it is becoming more or less serious. Delinquency events may increase but become less serious on the whole; they may decrease but become more serious; or they may increase or decrease with corresponding aggravation or reduction of seriousness. In the traditional reporting system, the degree of seriousness is determined by that element in the assaultive incident or distinct operation which bears the legal label that is highest in the descending order in which

## THE SYSTEM ILLUSTRATED

The scoring system can best be described by a form which contains all the elements that are scoreable and which is clarified by definitions of these elements and illustrated by the method of scoring.

### SCORE SHEET

Identification number(s): \_\_\_\_\_

Effects of Event: I T D (Circle one or more as required)

Elements Scored 1	Number 2	× Weight 3	Total 4
I. Number of victims of bodily harm			
(a) receiving minor injuries.....		1	
(b) treated and discharged .....		4	
(c) hospitalized .....		7	
(d) killed .....		26	
II. Number of victims of forcible sex intercourse		10	
(a) Number of such victims intimidated by weapon .....		2	
III. Intimidation (except II above)			
(a) Physical or verbal only .....		2	
(b) By weapon .....		4	
IV. Number of premises forcibly entered .....		1	
V. Number of motor vehicles stolen .....		2	
VI. Value of property stolen, damaged, or destroyed (in dollars)			
(a) Under 10 dollars.....		1	
(b) 10 - 250 .....		2	
(c) 251 - 2000 .....		3	
(d) 2001 - 9000 .....		4	
(e) 9001 - 30000 .....		5	
(f) 30001 - 80000 .....		6	
(g) Over 80000 .....		7	
TOTAL SCORE			

the Index crimes are arranged. In this system, all aggravated assaults are equally injurious, all robberies just as serious, all burglaries alike, and so forth, for within each of these classes each offense is given the same score of 1.

The method proposed here for dealing with the quality problem has the same ultimate aim as the traditional reporting system but reaches it in a different manner. The scale that was devised assigns different weights or score values to different elements of the Index events. When these score values are added together, they provide a score value for the total event.

If the objection is raised that score values based on ratings by people in Philadelphia may not be applicable to Puerto Rico, the procedure for scaling which is described in detail in the Philadelphia study does permit similar studies in other places for the purpose of arriving at weights considered more applicable in each locale. However, considering the specific elements scored and the types of events on which the proposed scoring system is based, it is doubtful that many studies will produce weights that are significantly different. Several communities in the United States are presently using the specific score values derived from the Philadelphia study, exactly as these numbers appear  
(15)  
on the illustrated score sheet.

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(15) Copies of Constructing an Index of Delinquency. A Manual, published by the Center of Criminological Research, University of Pennsylvania, 1963, are available upon request.

To make comparisons between Puerto Rico and other parts of the United States by merely counting the number of violations of a specific type and dividing by a population constant reflects an arbitrary arrogance of assumed similarity that pays no attention to cultural diversities. This kind of assumption may be valid for comparing fertility and mortality statistics but not for comparing criminality. It is interesting that when political, anthropological and other social analysts engage in cross-cultural comparisons, each culture is described as a separate functional system and the attitudes and values of each culture are conceived as important attributes for understanding the operation of the system. Yet, in comparative delinquency statistics, these cultural distinctions and values are washed away by the simple single-unit count method.

Relative to variations in criminal law, it is important to note that although specific legal labels are not used in the proposed weighting system, the designation that an injury or property loss is a crime depends on the legal statutes of the culture within which these acts occur. In this way, variations in the definition of crimes are respected and maintained, while a common basis for comparison of the essential elements of these offenses is available. By using the ratio scale suggested by psychophysics, Puerto Rico could participate in the collection of delinquency statistics by replicating the Philadelphia study. Such replication has been done recently in all the provinces of Canada under a

special research grant from the Canadian Research Council.<sup>(15)</sup> Moreover, the National Opinion Research Center (NORC) in Chicago is currently engaged in obtaining the ratings of seriousness of all of the elements needed for scoring crime and delinquency from a national representative sample of United States population. Once the geometric means of the magnitude scores were established in Puerto Rico for all Index offenses, the frequency of persons injured and property stolen or damaged could be multiplied by the respective weights of seriousness.

Because specific scale scores may be expected to vary across cultures, it would be necessary to determine how Puerto Rico might be compared with other statistic reporting units in the United States, and how to interpret these comparisons. A weighted rate is, of course, derived by summing the frequency of each measured crime, multiplied by its weight, and divided by a constant population unit. Bodily injury and property offenses could be shown by separate rates if so desired, and refinements by age and sex compositions could easily be computed. Perhaps the most attractive and administratively simple method for making and interpreting comparisons between Puerto Rico and other reporting units in the United States or other countries is to recognize the possibility of cultural differences in the community sentiments of seriousness of various types of delinquent acts and other crimes. These are the very differences, incidentally, that are not recognized when all

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(15) See the forthcoming publication on this Canadian research by Dogan Akman and Andre Normandeau.

crimes are treated as a weight of 1, as is presently the case; and these cultural differences are the ones that we wish to retain, while at the same time being able to use a unidimensional base for comparison.

For example, the annual weighted rate of delinquency for Philadelphia could be compared to the annual weighted rate for San Juan. The rate for Philadelphia would be based on the seriousness scores as evaluated by the Philadelphia raters; the rate for San Juan would be based on the seriousness scores as evaluated by the San Juan raters. By way of a crude illustration, if the derived and rounded scale scores for a single homicide were 26 in Philadelphia but 52 in San Juan, and if Philadelphia had one hundred homicides during a given period of time and San Juan had 50 homicides during the same time period, and assuming the populations were similar, the weighted rates would be equal. The interpretation is that the total social injury inflicted upon these communities through homicides is perceived as equally serious in each respective community, despite differences in the absolute numbers of homicides.

This simple little illustration suggests the way in which all types of Index crimes and the sum of all Index crimes can be handled statistically. Moreover, each city's scale scores constitute a ratio scale. If Philadelphia were to have a weighted delinquency rate twice as high as the weighted delinquency rate of San Juan, it could legitimately be claimed that delinquency is only half as serious in San Juan (to the people of San Juan) as it is in Philadelphia (to the people of

Philadelphia). We thus avoid the arbitrary assumption of cultural uniformity in the judgment of seriousness of crime which, as we have said, is now done when each offense is treated (a) as if it were the same degree of seriousness (scored 1) in all places, and (b) the same degree of seriousness as any other offense. Under this proposed system, statistical comparisons are possible and valid because they contain the meaning which each culture does in fact give to the delinquency and criminal violations within its own culture system.

As indicated earlier, several communities in the United States are now using not only this system for computing weighted rates, but are also using the specific weights or score values that were derived from the Philadelphia study. In the Canadian study mentioned before, slight variations in the score values have appeared and are being recommended for the recording of criminal statistics in that country. It would not be unexpected if slight numerical differences or score values emerged in a replication of the scaling analysis in Puerto Rico.

Finally, it might also be mentioned that all offenses listed in the classification model, even those that are not Index offenses in Class I, can be included in a scaling analysis of seriousness, and score values can be assigned to them, that is, to the entire range of delinquency events. It is therefore possible to establish a recording system, as is currently being done in another Philadelphia study, such that the seriousness scores are attached not merely to offenses but to individual

delinquents for the offenses they committed. Thus, a juvenile delinquent who has a long record of 10 or 12 offenses can be assigned a score value for each one of the offenses in his delinquency career, and a cumulative score can be maintained for him and every other delinquent. It has been suggested that one kind of administrative utility of such a scoring system is that once a juvenile reaches a given cumulative score of seriousness of injuries inflicted on the community through his violations of the law, he no longer would be granted the privilege of a suspended sentence, fine, or probation, but at that point in his delinquency career he would be subjected to the more confining sanction of an institution. Obviously, other variables enter into sentencing decisions, but the offender's cumulative seriousness score might be one of the important contributions to this decision process.

## V. CENTRAL REGISTRATION

The central registration of delinquents is a device designed to include the names of children referred to the courts as well as the names of all children in the community who are referred to other agencies for behavior similar to that which could have brought them to the attention of the juvenile court. The idea of a Central Register or Registration Agency is not new. Sophia Robison and Neva Deardorff recommended a proposal to agencies in New York City in a memorandum as early as 1937.<sup>(17)</sup> A project in Washington, D. C., was proposed by the Statistical Division of the Children's Bureau as a test of the central registration idea, and under the joint sponsorship of the Children's Bureau and the Council Agencies of the District of Columbia, a Central Register was established during the period from June 1943 through May 1944. Six years later, the New York City Youth Board also set up a Central Register for delinquents, and Los Angeles has had an established Central Register. These three experiments could be studied in detail for purposes of determining the best method for establishing a Central Register in Puerto Rico.

A Central Registration System should basically include reports on all children who are defined in the juvenile court statutes as capable of being declared delinquent. The police, schools, and social agencies, both public and private, are normally conceived as cooperating

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(17) See Sophia M. Robison, Juvenile Delinquency; Its Nature and Control, New York: Henry Holt and Company, 1960, p.46.

in notifying the Central Registration Agency of all cases of anti-social behavior that fall within the definition of the juvenile court law. It is assumed that the Central Registration System would function with an operating definition of delinquency that would not always involve adjudication in the court. As Sophia Robison suggests: "Grades of seriousness, frequency of recurrence, length of 'onslaught', degrees of contagion in the form of gang behavior, or the confinement of the symptoms to a single individual, would be points for study in an investigation."<sup>(18)</sup> Central registration would make it possible to evaluate treatment services throughout the community relative to various types of behavior and could be useful in determining the best means to maximize the economy, efficiency and effectiveness of practices in handling delinquents. A Central Registration System would make it possible to conduct continuous and systematic research regarding delinquent behavior that would be based upon more abundant information than is now available in official statistics. It may be assumed that the more information decision-makers possess, the more rational their decisions can be.

To meet some of these service and research needs, a centralized, confidential registry of police contacts with juveniles was recently established in Onondaga County, New York, under the impetus from the Youth Development Center of Syracuse University. A uniform record-keeping

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(18) Sophia Robison, op. cit., p. 51.

system was introduced in October, 1960, with the cooperation of the police and other agencies in the county.<sup>(19)</sup> The main purpose of the registry, it has been claimed, is to assist police agencies in arriving at a more effective disposition of their cases. The police now routinely clear new contacts with the Central Registry to learn if the youth is known to other law enforcement agencies, and if so what the youth's present status may be (for example, "active, with one of the youth bureaus on probation," etc.). The registry system provides a standard card to all police in all 19 police units of the county and makes it possible to receive comparable data from these agencies. All law enforcement agencies in the county are provided with Juvenile Cards, of which one is completed for each juvenile contact. One card goes into the agency's own file, and another is sent to the Central Registry in an envelope provided to the agency. The card is dated upon receipt at the Central Registry, and information is transferred to a permanent Annual Card which includes space for coding information. This information is later transferred to IBM cards for research purposes. The Annual Cards are filed alphabetically in one master file, and a review once a year removes the over-age youth to an inactive file. The Onondaga County Central Registry is a relatively simplified system, based only on cooperating police units within the county. The analogy might be

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(19) See Lee J. Cary and Robert H. Hardt, The Central Registry, Syracuse, New York: The Syracuse Youth Development Center, 1961.

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that of a Central Registry of all police reporting units in the Commonwealth of Puerto Rico.

The Children's Commission (Comisión del Niño) has been working on a plan to create a coordinating Center for all available information concerning children who are brought to the attention of the public authorities and social service agencies. Should the Center be established, and should the preliminary form proposed for collecting data include information about delinquency, a functionally operating system of central registration would appear to be feasible in Puerto Rico. Until that Center is established, the Statistical Divisions of the Police Department and of the Division of Social Services should be able to coordinate their reporting forms and record keeping so that individual cases and individual persons can be followed through from initial to terminal contacts, from the first recording of an offense to the final disposition. Such coordination should be possible without placing a heavy additional burden of work on the staffs involved.

"It seems essential," claims Leslie Wilkins, "that at some one place there should exist a comprehensive record of offenders with a continuously maintained record of their offenses....This place should be responsible for copying and supplying to other persons and agencies the information required -- other agencies should not have to collect again data which could be copied. If no such comprehensive record exists, there will be no way for providing courts with the information they need or ways whereby treatments may be evaluated. If the documents

are not in one place, the time and complexity of tracing the appropriate source will add to the cost and the full benefits of automation will not be obtained. It would seem that the requirement to provide information to the central agency (whatever form this might take) should be statutory."<sup>(20)</sup> The author of this report concurs with this statement and firmly recommends an effort to establish a Central Registration Agency, either within the presently operating statistical divisions of the police and the Administration Office of the Court, or through the Children's Commission. Perhaps a first step would be to coordinate the Police and Administration Office of the Court so that all forms now used by the separate agencies would be shared and fed into one another's presently independent systems before delinquency information is added to the effort of the Children's Commission to set up a Central Registry. Ultimately, however, the Children's Commission in its long-range planning should consider the best and most efficient method for maintaining a clearing house of all information about delinquent offenders. In this way, all available information about individual offenders, their families and social background could be accumulated for administrative and research purposes.

Prior to the development of a Central Registration by the Children's Commission, it should be possible not only to coordinate activities and forms, but also to develop new recording forms. As soon as a delinquency

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(20) Leslie T. Wilkins, "New Thinking in Criminal Statistics," Journal of Criminal Law, Criminology and Police Science (September 1965) 56: 277-284, p. 284 cited.

event is recorded by the police, a central complaint number can be attached to it, given to each participant, and followed through to the final disposition. The reference here is to following a case through different decision points and obtaining information about the mortality of cases from the time of initial handling by the police to the point of institutional care and parole. The general notion of a Central Registration Agency or Central Registry, however, is concerned with maintaining alphabetical files on individuals rather than on delinquency events. As indicated in the beginning of this report, it should be possible to interrelate data covering different concepts and to differentiate them; that is, to collect regularly data relating to delinquencies (events), delinquents (persons) and courts (decisions). As it elsewhere<sup>(21)</sup> has been stated, information regarding delinquency should be related to information regarding treatment and so on throughout the entire system of the administration of juvenile justice. The important problem is a method for linking these various pieces of information together so that the information flows properly and completely to all of those who can use it.

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(21) Wilkins, op. cit., p. 284.

## VI. SUGGESTED FORMS FOR RECORD KEEPING

This section is brief because there are many good forms already in use in various jurisdictions throughout the United States and a more thorough investigation than has been possible for this observer would be necessary in order to determine the best elements of various forms that could be incorporated into the police and court record-keeping system in Puerto Rico. Only a few illustrations are given attention in this report. The forms to which reference is made are not meant to replace the existing forms but may be viewed as supplements, addenda to or suggestions for revisions in what presently exists.

Since 1956 the Bureau of Criminal Statistics in California has consistently maintained a system for reporting juvenile arrests. The form used for monthly arrest reports for youths under 18 is suggestive of a convenient aid through a tally sheet that makes it possible for all police reporting units to report uniformly to the State Bureau of Criminal Statistics. Information by type of offense is recorded monthly on the total number of juveniles arrested, whether they are detained (booked, in juvenile hall, or jail) or not detained, and according to sex. Also recorded is the disposition of the arrest, that is, handled within the department, or referred to other agencies, the juvenile court or the probation department. Appropriate instructions for filling out the monthly report appear in a Manual on Reporting Crime and Arrest Statistics, prepared by the law enforcement section of the Bureau of Criminal Statistics, Department of Justice, Sacramento, California.

STATE OF CALIFORNIA  
DEPARTMENT OF JUSTICE  
BUREAU OF CRIMINAL STATISTICS

MONTHLY ARREST REPORT ON YOUTHS UNDER EIGHTEEN

County [ ] of: (Reporting jurisdiction)  
City [ ]

(Period covered by report)  
Month of \_\_\_\_\_

REPORT OF JUVENILES ARRESTED

OFFENSES OR REASONS FOR ARREST	TOTAL 1	ARRESTED				DISPOSITION OF ARREST		
		DETAINED (Booked in Juvenile Hall or Jail) 2		NOT DETAINED 3		Handled Within Dept. 4	Referred To	
		Boys	Girls	Boys	Girls		Other Agencies 5	Juv. Cr. or Prob. Dept. 6
A								
Homicide	10							
Robbery	20	4	3		1	1		3
Assault (aggravated)	30							
Burglary	40							
Grand theft (except auto)	50							
Theft (auto)	53	3	3					3
Rape (forcible)	60							
Narcotics laws	80	1	1					1
B								
Assault (all other)	33							
Petty theft	51							
Sex (all other)	66							
Weapons laws	71							
Drunk driving	73							
Hit and run (auto)	74							
Arson	75							
C								
Malicious mischief	91							
Disturbing the peace	92							
Liquor laws	93							
Truancy	94							
Runaway	95							
Incorrigible	96							
Loitering (include curfew)	97							
Transients (out-of-state)	98							
All other offenses	99							
D								
Protective custody (dependent)	01	2	1	1			1	1
E								
Traffic (except parking)	02	5		4	1			5
TOTALS	3-	15	8	1	4	2	1	13

Date of this Report:

(Completion date) 19.....

[SIGNED]

Chief of Police — Sheriff

By \_\_\_\_\_

This simple system permits the Bureau to publish one of the country's most comprehensive and detailed reports each year entitled Delinquency and Probation in California.

Because the Children's Bureau of the Department of Health, Education, and Welfare in Washington is presently engaged in conversations with the public authorities in Puerto Rico, this report will not dwell upon the Juvenile Court Statistical Card recommended by the Juvenile Delinquency Branch of the Children's Bureau. However, the Juvenile Court Statistical Card (form CB-203-S, revised, 12-62) is a comprehensive, well-designed and carefully constructed form that could readily be adapted to conditions in Puerto Rico. The book of instructions for use of the form is abundantly clear and makes possible the compilation of items meaningful for administration and research. Some items on the card might be revised to coincide with cultural variations in Puerto Rico, such as item "X," family income. The categories presently on the Children's Bureau card probably have incomes too high, groupings too large, and ranges within each category too wide for present use in Puerto Rico. Perhaps additional information about location of occurrence, as well as residence and migration information could be added to the card. Otherwise, this card has many features to recommend it.

In 1965 the Action for Boston Community Development, Inc., prepared for the Juvenile Aid Section of the Boston Police Department a new report form and a manual of instructions for completing the form. The

Use Pen or Ball Point Pen and PRESS DOWN FIRMLY

\* U. S. Government Printing Office: 1964-710-518

Children's Bureau, Welfare Administration, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

Form CH-13-S Revised  
August 1964 No. 72-16913-9

JUVENILE COURT STATISTICAL CARD

D. DATE OF BIRTH.....  
mo. day year

A. COURT

B. CHILD'S NAME OR  
NUMBER

C. ADDRESS

Enter only one code in the designated code box for each major category from "A" to "G"

H. DATE OF  
REFERRED  
mo. day year

L. REASON REFERRED

Offenses applicable to both juveniles and adults (excluding traffic)

- |   |   |
|---|---|
| 01 Murder and non-negligent manslaughter      | 11 Larceny: Shoplifting                           |
| 02 Manslaughter by negligence                 | 12 Larceny: All except shoplifting                |
| 03 Forceable rape                             | 13 Weapons—carrying, possessing, etc.             |
| 04 Robbery: Purse snatching by force          | 14 Sex offenses (except forcible rape)            |
| 05 Robbery: All except purse snatching        | 15 Violation of drug laws: Narcotic               |
| 06 Assault: Aggravated                        | 16 Violation of drug laws:<br>All except narcotic |
| 07 Assault: All except aggravated             | 17 Drunkenness                                    |
| 08 Burglary—breaking or entering              | 18 Disorderly conduct                             |
| 09 Auto theft: Unauthorized use               | 19 Vandalism                                      |
| 10 Auto theft: All except<br>unauthorized use | 20 Other (specify) _____                          |

Offenses applicable to juveniles only (excluding traffic)

- |                        |                                     |
|------------------------|-------------------------------------|
| 31 Running away        | 34 Ungovernable behavior            |
| 32 Truancy             | 35 Possessing or drinking of liquor |
| 33 Violation of curfew | 36 Other (specify) _____            |

Traffic offenses

- |                              |                                      |
|------------------------------|--------------------------------------|
| 41 Driving while intoxicated | 44 Driving without a license         |
| 42 Hit and run               | 45 All other traffic (specify) _____ |
| 43 Reckless driving          |                                      |

Neglect (abuse, desertion, inadequate care, etc.)

51 Specify \_\_\_\_\_

Special proceedings (adoption, consent to marry, etc.)

61 Specify \_\_\_\_\_

M. MANNER OF HANDLING

- |                    |                 |
|--------------------|-----------------|
| 1 Without petition | 2 With petition |
|--------------------|-----------------|

N. DATE OF  
DISPOSITION  
mo. day year

O. DISPOSITION

30 Waived to criminal court

Complaint not substantiated  
01 Dismissed: Not proved or  
found not involved

Complaint substantiated  
No transfer of legal custody  
11 Dismissed: Warned, adjusted, counselled  
12 Held open without further action  
13 Probation officer to supervise  
14 Referred to another agency or  
individual for supervision or service  
15 Runaway returned to  
16 Other (specify) \_\_\_\_\_

Transfer of legal custody to:  
21 Public institution for delinquents

22 Other public institution

23 Public agency or department  
(including court)

24 Private agency or department

25 Individual

26 Other (specify) \_\_\_\_\_

99 Inapplicable — Special Proceedings

SUPPLEMENTARY DATA (for court's use)

P. PRIOR TRAFFIC AND NEGLECT REFERRALS

a. Total No. of prior traffic referrals  
0 1 2 3 4 5 or more

b. Total No. of prior neglect referrals  
0 1 2 3 4 5 or more

C. DIAGNOSTIC SERVICES

	Indicated and provided	Indicated but not available	Not in- dicated
--	---------------------------	--------------------------------	--------------------

e. Psychological

1	2	3
---	---	---

b. Psychiatric

1	2	3
---	---	---

c. Medical

1	2	3
---	---	---

d. Facial

1	2	3
---	---	---

E. ESTIMATED MENTAL CAPACITY

1 Below average  
2 Average  
3 Above average  
4 Not determined

F. SCHOOL ATTAINMENT & ADJUSTMENT

a. Years of schooling completed:  
09 10 11 12 13 14 15 16 17 18 19 20 or more

b. Grade placement in relation to age:  
1 Retarded  
2 At expected level  
3 Accelerated  
4 Inapplicable (not in school)

c. Periods of persistent school misbehavior

1 Yes  
2 No  
3 Inapplicable (not in school)

G. EMPLOYMENT AND SCHOOL STATUS

Out of School	In School
---------------	-----------

Not employed

1	5
---	---

Employed

2	6
---	---

Full time

3	7
---	---

Part time

4	
---	--

Inapplicable (pre-school)

4	
---	--

H. LENGTH OF RESIDENCE (of child) IN COUNTY

0 Not currently resident of County  
1 Under one year  
2 One but less than five years  
3 Five years or more

V. LIVING ARRANGEMENT OF CHILD

In own home:

- |    |                            |
|----|----------------------------|
| 01 | With both parents          |
| 02 | With mother and stepfather |
| 03 | With father and stepmother |
| 04 | With mother only           |
| 05 | With father only           |

06 In home of relatives

07 In foster family home

08 In institution

09 In independent living arrangements

10 In other place (specify) \_\_\_\_\_

ADDITIONAL SPACE FOR USE OF COURT

W. MARITAL STATUS OF NATURAL PARENTS

01 Parents married and living together

One or both parents dead:

02 Both dead

03 Father dead

04 Mother dead

Parents separated:

05 Divorced or legally separated

06 Father deserted mother

07 Mother deserted father

08 Other reason (specify) \_\_\_\_\_

09 Parents not married to each other

10 Other status (specify) \_\_\_\_\_

X. FAMILY INCOME (Annual)

1 Receiving public assistance at time of referral

Not receiving public assistance at time of referral

2 Under \$3,000

3 \$3,000 to \$4,000

4 \$4,000 to \$5,000

5 \$5,000 and over

6 Unknown

Y. LOCATION OF RESIDENCE

1 Rural

2 Urban - predominantly residential

3 Urban - predominantly business or industrial area

4 Suburban

form is reproduced and included in the present report as an illustration of a minimal set of information useful to the police in recording the essential elements about delinquency events and juvenile offenders.

There are several major and relatively new features about the report form used by the Juvenile Aid Section of the Boston Police Department:

- (1) Item 1 in the report has a novel method for indicating this stage of the report; that is, whether it is the first and final report, a first but not final, a supplementary, a final, and if the not the first report, the month, day and year of the first report as well as the original report number of the first report. All of this information makes it possible to make cross references with delinquencies as well as with delinquents.
- (2) The major charge and additional charges are clearly delineated in items 3 and 4 and include not only the location and type of place of occurrence but also details on the time of the occurrence.
- (3) Information about how the offense was first brought to police attention is a relatively novel item for police forms, and administratively useful in correlation with the location for deployment of manpower as well as being intrinsically interesting from a research point of view in learning more about reportability and discoverability of offenses.



(4) Finally, important is the fact that items 9 and 10 ask for information about the value of items of property stolen and damaged and about the types of injuries suffered by victims in cases involving bodily injury. These items were included in the Boston report form specifically because they are presently scoring the seriousness of offenses according to the scoring system recommended in the Philadelphia study mentioned earlier in this report. As a matter of fact, the instructions for completing the report form of the Boston Juvenile Aid Section<sup>(22)</sup> are almost identical to the definitions of injury ("minor," "treated by physician and discharged," "hospitalized," and "death") which appear in The Measurement of Delinquency.

Finally, the score sheet used in the previously mentioned Philadelphia study is included in this report as an illustration of how the scoring system might be made serviceable, particularly for police units in Puerto Rico. The Children's Bureau of the Department of Health, Education, and Welfare is currently contemplating an experiment in a selected city in the U.S. for using the score sheet. It has been suggested that the score sheet be printed on the back of a statistical

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(22) See Instructions for Completing the Report Form, Boston, Mass.: Juvenile Aid Section, Boston Police Department, 1965, prepared by the Action for Boston Community Development, Inc.

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card for police reporting, now being prepared by the Children's Bureau and to be used by Juvenile Aid Divisions throughout the country. The Juvenile Aid Division of the Philadelphia Police Department has been using this scoring sheet, exactly as represented in this report, since January 1, 1965.

There are many other jurisdictions throughout the United States where useful clues for adaptation to Puerto Rico may be obtained. Special study would be required to collect, analyze and report on all of them.

## VII. SAMPLING FOR RESEARCH PURPOSES

Selecting a sample for research purposes is partly a function of the research goals. The selection of the particular universe or sub-universe for analysis obviously depends on the character of the research and the specific units for investigation. If the major unit for investigation is delinquency events, it is possible to take a sample from the file of the Informe del Delito forms in the Police Department. These forms are numbered consecutively beginning with the first offense on January 1 to the last offense on December 31. Every nth case could be pulled from the file for a random representative sample. However, if a stratified sample were to be taken so as to include the proportionate distribution of offense types according to the percentage frequency recorded for a given year, it would be necessary to pull a given number of homicides, robberies, burglaries, or any other category until the appropriate proportion were obtained.

If juvenile offenders were the unit of concern rather than delinquency offenses, a sample could be drawn from the files of Intervencion con Menores forms or from the alphabetical Master Record File in the Juvenile Aid Division of the Police Department (Tarjeta de Record). It will be recalled that this file is maintained as active until juveniles reach age 18. Cross reference on this alphabetical card file to the number on the Informe del Delito makes it possible to pull the offense report and obtain all of the information contained therein

for research purposes. It is also possible, by name of the juvenile, to move from the Master Record File in the Juvenile Aid Division to the Tarjeta Indice Juvenil (OAT Form 110) which is retained in another alphabetical file in the Central File of the Court Administration Office (Loiza Street, Santurce). Unfortunately, it is not clear to this observer how the researcher might always move from the Informe del Delito, the Master Record File in the Juvenile Aid Division, and the Central File in the Court Administration Office to the OAT Form 112. Some means to interrelate all of these forms should be available.

Several persons interviewed suggested that if a research sample of delinquents or delinquencies were to be taken for Puerto Rico in general, both the San Juan District and the District of Caguas should be used in order to represent extreme versions of metropolitan and rural delinquency.

If selection of a sample is to be done for research design, for example, to test two forms of treatment for delinquents, the most legitimate method is by the selection of matched pairs of individuals and then the allocation at random to two different types of treatment or to treatment and no treatment. It should be possible to select juvenile delinquents from the files previously mentioned to obtain matched pairs on the bases of an a priori set of significant variables. It should also be possible to select samples by geographical areas, through both police and court data. For example, in the Central File of the Court Administration Office (OAT Form 110) the case number appears in the

upper right hand box and refers to the first court appearance the juvenile had. This is the number for the court district and provides the address of the juvenile at the time of his original appearance.

Research that is designed to examine statistical trends in the volume and character of delinquency in Puerto Rico can best be done by sampling the files of the Juvenile Aid Division of the Police Department. Research that is interested in following individual persons and obtaining direct clinical access to them can best be done by drawing a sample from the active file of cases handled in the preceding year or at the time the juvenile appears in court. It should also be possible, of course, to go directly to correctional institutions to draw a sample from the existing population. By working backwards through the judicial process and thereby picking up forms maintained by the juvenile court, the Social Service Division intake interviewer, and the Juvenile Aid Division liaison sergeant, information about the instant offense recorded originally by the police and which resulted in commitment to the institution would be obtained most completely.

If recommendations suggested to and by this observer materialize regarding the establishment of a Central Registration System, a representative and random sample of juveniles for the entire delinquent population in the Commonwealth could be readily obtained.

### VIII. FOLLOW-UP STUDIES

We have discussed existing and improved methods for tracing individuals through the various agencies which have contact with juvenile offenders. An ideal system, we have claimed, would include (a) a Central Registration Agency, and (b) a form for record keeping that would be initiated by the police and contain copies to be filled in by the appropriate authorities as the case and the juvenile move progressively through the system of the administration of justice, with a feedback of copies to the antecedent agencies and to the Central Registration Agency.

If researchers wish to follow delinquents through their subsequent careers to determine their rates of recidivism, some difficulties may be encountered if the follow-up period extends beyond the juveniles' 18th birthday. It will be recalled that in the Master Record File of the Juvenile Aid Division of the Police Department, an annual review in January removes the cards of all juveniles who reach age 18. It is unfortunate that an inactive file is not also maintained, as is done in several other cities throughout the United States, so that samples could be drawn from an accumulated Master Record File containing forms on all persons who ever had a delinquency record under age 18, and so that persons could be individually located for long follow-up analyses. It is the impression of this observer that the cases removed from the active file in the Juvenile Aid Division are literally disposed of by burning, but this point was not clearly established at the time of the investigation.

At any rate, it is recommended that the cards now removed from the Juvenile Aid Division file because of over age (i.e., reaching age 18) be kept separately. If retention of these cards is a storage problem in the Juvenile Aid Division offices, then Central Headquarters perhaps could provide storage space. This inactive file would provide not only the basis for follow-up but for sampling of previous years, should any analysis such as a birth cohort be the object of research interest.

Within the delinquency ages up to 18, it appears possible to enter the record-keeping system at any point (intake interviewer, court, institution) and move forward or backward through the system. There are some difficulties, however. If one started with the Central File in the Court Administration Office, there are some peculiarities to be kept in mind. This juvenile court file, it will be recalled, is maintained alphabetically. It would be necessary to obtain information from the card about the first court contact, then to go to the particular district where the first court appearance occurred. Each of the 9 juvenile court districts appears to have its own register within the district. It presumably would be necessary to go to each of the other districts where the juvenile had an offense record in court. In this way, one could obtain all the records and even compare social worker recommendations in different districts. The first court appearance is registered in the number in the upper right hand box of the card; from this number and court district, one can obtain the original address of the juvenile when

he appeared for the first time in juvenile court. If subsequent court appearances occurred in the same district as the first court appearance, there would be no problem to follow the case. If a subsequent appearance occurs in a different juvenile court district, a second card with a new address indicating the second court district is clipped to the first card in the Central File of the Court Administration Office. Through this simple clipping device, it is possible to follow individuals through their various court appearances, although it is necessary to travel to each juvenile court district if all of the forms and information on each case which the juvenile experienced are necessary for the research. The process, while possible, would be apparently tedious and require a good deal of traveling time, unless the forms could be duplicated within the district and transmitted to the research office.

One would hope that an alphabetical file of adult offenders is also maintained within the Police Department, so that it should be possible to follow up juvenile delinquents into adult criminality, but in the short time available for investigation of the record-keeping system, this observer was not able to pursue the matter on adult offenders.

Juvenile delinquents who may have migrated with their families to the mainland could be traced through social security records, mailing addresses, military registration, the F.B.I. identification files (if recidivism occurred), police files and social service exchanges in the host cities, and other agencies. Admittedly a follow-up of juveniles, or of juveniles grown up, who left the island would be

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difficult, painstaking, and expensive. The research goals would have to govern the extent to which the demands for this kind of follow-up would be necessary or feasible within the usual research constraints of time, staff and financial support.

#### IX. SUMMARY OF RECOMMENDATIONS

- 1) The three main areas of a delinquency recording system should be differentiated and provided with cross references. These are: (a) delinquency (events), (b) juvenile offenders (persons), (c) decisions (dispositions).
- 2) Juvenile offenders should be tabulated both in duplicated and unduplicated counts per annum.
- 3) The separate critical points of decision-making in the disposition of juvenile offenders should be statistically maintained for police, intake (social worker) interviewer, and juvenile court adjudication.
- 4) It should be possible to determine from officially reported statistics how many juveniles are involved as multiple participants in each delinquency event that results in the apprehension of juvenile offenders.
- 5) Offenses known to the police and "cleared" by taking one or more juveniles into custody may be considered a valid basis for constructing an index of delinquency.
- 6) The most meaningful set of statistics on delinquency should be in the form of rates per population of all persons of juvenile court age (8 to 18). These rates should be made as refined as possible, by age, sex, and certain geographical units of reporting. Birth cohort rates could also be maintained for showing changes over time and space.

- 7) The operating staffs of almost every administrative unit involved with handling delinquents should be increased in size. There is urgent need for more police officers in the Juvenile Aid Division, more social workers as intake interviewers, and, perhaps, more juvenile court judges.
- 8) A police officer to function as a liaison between the Juvenile Aid Division and the Social Service Division of the Courts is recommended for each Court District.
- 9) All police investigations of juvenile cases should be made by members of the staff of the Juvenile Aid Division.
- 10) Juvenile Aid Division staff members should form a consolidated unit but be able to disperse to all police districts, especially in Metropolitan San Juan.
- 11) The same police officers who make the investigation of delinquency cases should report to the Social Service Division when the case comes before that agency.
- 12) Special in-service training for handling juvenile cases should be provided for police officers in the Juvenile Aid Division.
- 13) Reconsideration should be given to returning to the system that permits the Juvenile Aid Division officers to dispose of cases at the police level. Operating criteria for using police discretionary power in this way should be firmly established, as a protection both for the officers and for the juveniles.

- 14) A record-keeping system should be established that permits forms to flow from police through each potential terminal point and return to a Central Registration Agency.
- 15) Cross referencing should be made between all forms connected with an offense and an offender. A copy of the Informe del Delito should be attached to the Intervencion con Menores.
- 16) Consideration might be given to establishing a supplemental classification system for annual statistical reporting of delinquency and delinquents. A model is suggested.
- 17) Consideration should be given to engaging in a small-scale research project to obtain Puerto Rican ratings of seriousness of various delinquent offenses.
- 18) Such a scaling analysis would administratively make possible a system of score values, which in turn could function to provide a weighted delinquency rate. Combined with an Index, delinquency recorded according to weights for seriousness would offer new methods for trend analyses and for measuring the effectiveness of various treatment and action programs.
- 19) Consideration should be given to the establishment of a Central Registry, or Central Registration Agency, as a clearing house for much personality and social background information on all juvenile delinquents processed by any agency in Puerto Rico.

- 20) Some suggested forms for record keeping have been presented as illustrative and might be adapted to local requirements in Puerto Rico.
- 21) To sample delinquency events or delinquent offenders is feasible both at the police and judicial levels, but certain recommendations mentioned above would improve the ease of drawing random or matched samples.
- 22) To follow up cases is feasible within the delinquent age span from 8 to 18, and cases can be traced both forward and backward in time. But it is recommended that an over-age (over 18 years) file not be destroyed, but instead be stored in the Police Department so that research that seeks to follow juveniles through adult criminality and adult recidivism be made easier to perform.

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**APPENDIX**

ESTADO LIBRE ASOCIADO DE PUERTO RICO  
POLICIA DE PUERTO RICO



A. DEL INFORME

INFORME DEL DELITO

AREA

DISTRITO O DIVISION

FECHA Y HORA RECIBIDO	2 - RECIBIDO POR:	NOMBRE	NUMERO				
	4 - FECHA Y HORA OCURRIDO	5 - SITIO DE OCURRENCIA	6 - FECHA Y HORA ATENDIDO				
PERSONA PERJUDICADA	8 - DIRECCION	9 - TEL. RES.	TEL. NEG.				
PERSONA QUE INFORMA A LA POLICIA	11 - DIRECCION	12 - TEL. RES.	TEL. NEG.				
PRIMERA PERSONA EN CONOCER EL DELITO	14 - DIRECCION	15 - TEL. RES.	TEL. NEG.				
TESTIGOS	NOMBRE	SEXO	RAZA	EDAD	17 - DIRECCION	18 - TEL. RES.	TEL. NEG.
(a)							
(b)							
(c)							
OCCUPACION DEL PERJUDICADO		SEXO	RAZA	EDAD	20 - LUGAR ATACADO (PREMISA)	21 - SITIO POR DONDE PENETRARON	
LOCALIZACION DE LA PROPIEDAD	23 - CLASE DE PROPIEDAD	VALOR	24 - COMO SE COMETIO EL HECHO	25 - ARMA O MEDIO USADO	26 - FUE HERIDO LA PERSONA?		
MORTALES	GRAVES	<input type="checkbox"/>	LEVES	<input type="checkbox"/>	SI <input type="checkbox"/>	NO <input type="checkbox"/>	
MARCAS O PECULIARIDADES EN LA COMISION DEL DELITO				28 - FUE HOSPITALIZADA	30 - MOTIVO PARA ELA: QUE		
SOSPECHOSOS	NOMBRE		DIRECCION				
(a)							
(b)							
(c)							
VEHICULO USADA POR SOSPECHOSOS		ANIO	MARCA	TIPO	COLOR	TABLILLA	OTRAS MARCAS DE IDENTIFICACION

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EXPLIQUE COMO OCURRIERON LOS HECHOS. DESCRIBA EVIDENCIA, PROPIEDAD HURTADA, INCLUYENDO DESCRIPCION DE LA MISMA.

INFORMATITE

NUMERO DE SERIE

NUMERO DE SERIE



ESTADO LIBRE ASOCIADO DE PUERTO RICO  
**POLICIA DE PUERTO RICO**  
**INFORME SUPLEMENTARIO**

1 - NÚMERO DEL INFORME ORIGINAL	2 - CLASE DE INFORME ORIGINAL	3 - FECHA Y HORA DE ESTE INFORME	4 - FECHA Y HORA DEL INFORME ORIGINAL	5 - SITIO DE OCURRENCIA																												
<table border="1"> <tr> <td>6 - PEPJUDICADO</td> <td>7 - DIRECCION</td> <td>8 - TEL. RES.</td> <td>9 - TEL. NEG.</td> </tr> <tr> <td>10 - TESTIGO - (NOMBRE):  (a)</td> <td>11 - DIRECCION</td> <td>12 - TEL. RES.</td> <td>13 - TEL. NEG.</td> </tr> <tr> <td>(b)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(c)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(d)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(e)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(f)</td> <td></td> <td></td> <td></td> </tr> </table>					6 - PEPJUDICADO	7 - DIRECCION	8 - TEL. RES.	9 - TEL. NEG.	10 - TESTIGO - (NOMBRE):  (a)	11 - DIRECCION	12 - TEL. RES.	13 - TEL. NEG.	(b)				(c)				(d)				(e)				(f)			
6 - PEPJUDICADO	7 - DIRECCION	8 - TEL. RES.	9 - TEL. NEG.																													
10 - TESTIGO - (NOMBRE):  (a)	11 - DIRECCION	12 - TEL. RES.	13 - TEL. NEG.																													
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(e)																																
(f)																																
<p>12 - DIGA EL CURSO DE LA INVESTIGACION; INFORMACION ADICIONAL, SI HUBIERE. SI HAY PROPIEDAD ENVUELTA, DIGA SI SE HA RECUPERADO TODA O PARTE, ASI COMO SU VALOR. EN CASO DE CONOCIMIENTO DE MAS PERDIDAS, HAGA UNA LISTA CON EL VALOR. NO INCLUYA PROPIEDAD REPORTADA EN EL INFORME ORIGINAL.</p>																																
-299-																																
13 - INFORMANTE	14 - SUPERVISOR	15 - NÚMERO DE SERIE	16 - NÚMERO DE SERIE	17 - NÚMERO DE SERIE																												

**POLICIA DE PUERTO RICO  
INTERVENCION CON MENORES**



INFORME

AREA:

1.- COMETIDA		2 - DISTRITO INFORMO EL DELITO (TIPO 1)		NUM. DEL DELITO	3 - FECHA DE LA FALTA	4 - FECHA Y HOJA DE LA INTERVENCION	5 - SITIO DE LA INTERVENCION	
5 - NOMBRE DEL MENOR		SEXO	COLOR	7 - DIRECCION			8 - TEL. RESIDENCIA	
7 - AÑO		10 - SITIO DE NACIMIENTO		11 - FECHA DE NACIMIENTO		12 - ARMAS USADAS	13 - LNARCOTICOS ENVUeltOS?	
14 - NOMBRE DEL PADRE		15 - DIRECCION		16 - NOMBRE DE LA MADRE		17 - DIRECCION	Sí <input type="checkbox"/>	No <input type="checkbox"/>
15 - CONVIVENCIA:						18 - ¿VIVE?	Sí <input type="checkbox"/>	No <input type="checkbox"/>
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		4 - CON PADRE SOLAMENTE POR:	7 - CON OTROS	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ABANDONO <input type="checkbox"/>	<input type="checkbox"/>	SOLO <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MUERTE <input type="checkbox"/>	<input type="checkbox"/>	AMBULANTE <input type="checkbox"/>
5 - CON MADRE SOLAMENTE POR:		6 - CON FAMILIARES POR:		7 - CON OTROS		RECLUSION EN INSTITUCION <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DEL PADRE) <input type="checkbox"/>		
6 - CON FAMILIARES POR:		7 - CON OTROS		8 - CON FAMILIARES POR:		(INDIQUE MOTIVO)		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		ABANDONO <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MUERTE <input type="checkbox"/>		
3 - CURSA 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (CIRCULE UNO)		4 - CON PADRE SOLAMENTE POR:		5 - CON MADRE SOLAMENTE POR:		RECLUSION EN INSTITUCION <input type="checkbox"/>		
<input type="checkbox"/>		ABANDONO <input type="checkbox"/>		MUERTE <input type="checkbox"/>		OTROS <input type="checkbox"/>		
6 - CON FAMILIARES POR:		7 - CON OTROS		8 - CON FAMILIARES POR:		(DE LA MADRE)		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
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1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON PADRE Y MADRASTA		3 - CON MADRE Y PADRASTO		OTROS <input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(DE LA MADRE) <input type="checkbox"/>		
1 - CON AMBOS PADRES		2 - CON						

**POLICIA DE PUERTO RICO  
INFORME SUPLEMENTARIO  
INTERVENCION CON MENORES**

VÍM. DEI. VÁDOEM.

NÚM. DEL INFORME		ÁREA		DISTRITO o División	
1-Fecha y hora de este Informe		2-Distrito informa la intervención		3-Fecha Informe Original	
6-Nombre del menor		7-Dirección		4-Núm. del Informe Original	
8-Perjudicado		9-Dirección		5-Sitio de Ocurriencia	
10-Acción tomada por la D.A.J.		Referido A:			
Resuelto administrativamente		Sí <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Bienestar Público <input type="checkbox"/>	Otra Agencia <input type="checkbox"/>
11-Acción tomada por el Intaker:		Referido a Juez <input type="checkbox"/>		Ingresado en institución <input type="checkbox"/>	
Devuelto al hogar <input type="checkbox"/>		Devuelto al hogar <input type="checkbox"/>		Ingresado en institución <input type="checkbox"/>	
12-Acción tomada por el Juez:		Devuelto al hogar <input type="checkbox"/>		Ingresado en institución <input type="checkbox"/>	
13-Diga cualquier información adicional, si la hubiere, en relación con la intervención					
14-Informante				Núm. de Serie	
				15-Supervisor	
				Núm. de Serie	

APELLIDO PATERNO DIRECCION	APELLIDO MATERNO	NOMBRE
		NUM. DE CASO
FECHA DE NACIMIENTO PADRE		ASIG. A
MADRE		
CONTRAREFERIDO CON		

**ANTECEDENTES EN CORTE**

FECHA	QUERELLA			FALTAS	DISPOSICION	P	P
	NO	SI	NUMERO				

TARJETA INDICE JUVENIL  
OAT FORM 110

**INSTRUCCIONES**  
PREPARESE EN TRIPPLICADO DE LA SIGUIENTE MANERA  
ORIGINAL LLENESE INFORMACION INICIAL (PARTE I) Y ENVIENSE A OF. ADM. TRIB.  
IA. COPIA LLENESE CUANDO OCURRA LA ACCION TOMADA (PARTE II) Y ENVIENSE A  
LA OF. ADM. TRIBUNALES.

2A. COPIA CONSERVE EN EXPEDIENTE SOCIAL DEL CASO.

TRIBUNAL SUPERIOR  
SALA DE  
PUEBLO (ORIGEN)

**INSTRUCCIONES**

PREPARESE EN TRIPPLICADO DE LA SIGUIENTE MANERA  
ORIGINAL LLENESE INFORMACION INICIAL (PARTE I) Y ENVIENSE A OF. ADM. TRIB.

IA. COPIA LLENESE CUANDO OCURRA LA ACCION TOMADA (PARTE II) Y ENVIENSE A  
LA OF. ADM. TRIBUNALES.

2A. COPIA CONSERVE EN EXPEDIENTE SOCIAL DEL CASO.

FECHA

CASO NUM.: (PRIMERA QUERELLA)  
QUERELLA NUM.:

**PARTIE I - INFORMACION INICIAL**

ESCOLARIDAD	CONVIVENCIA	RAZONES PARA NO VIVIR CON PADRES	TRABAJO	QUERELLAS ANTERIORES	CASO REFERIDO POR	EDAD	SEXO-ZONA	MASC. URB. <input type="checkbox"/> 1	MASC. RUR. <input type="checkbox"/> 2	FEM. URB. <input type="checkbox"/> 3	FEM. RUR. <input type="checkbox"/> 4
						NOMBRE DEL NIÑO	ESCUELA-TRABAJA <input type="checkbox"/> 1	ESCUELA-NO TRABAJA <input type="checkbox"/> 2	TRABAJA-NO ESCUELA <input type="checkbox"/> 3	NO TRABAJA-NO ESCUELA <input type="checkbox"/> 4	
CON AMBOS PADRES	CON MADRE Y PADRASTRO	ABANDONO	NIÑO	RECORD EN AÑOS ANTERIORES	POLICIA	NIÑO INCORREGIBLE <input type="checkbox"/> 1	ACOMETIMIENTO Y AGRESION <input type="checkbox"/> 2	CONtra NATURA <input type="checkbox"/> 9	ROBO <input type="checkbox"/> 6	HOMICIDIO <input type="checkbox"/> 4	ATAQUE PARA COMETER HOMICIDIO <input type="checkbox"/> 5
CON OTROS PARIENTES	AMBULANTE	VIVE FUERA	PADERES	NO QUIRO SEGUIR CON PADRES	BENESTAR PUBLICO	MUTILACION <input type="checkbox"/> 5	EXPOSICIONES DESHONESTAS <input type="checkbox"/> 10	ABUSO DE CONFIANZA <input type="checkbox"/> 13	DAÑOS MALICIOSOS <input type="checkbox"/> 14	ASESINATO <input type="checkbox"/> 3	ASESINATO <input type="checkbox"/> 3
CON PADRE	EMIGRACION	TRABAJA Y VIVE FUERA	PADERES TRABAJA	MUERTE	OTRO (INDIQUE)	NO TRABAJA <input type="checkbox"/> 4	OTRA EXPLIQUE <input type="checkbox"/> 3	MADRE TRABAJA <input type="checkbox"/> 3	AMBOS TRABAJAN <input type="checkbox"/> 5	NINGUNO TRABAJA <input type="checkbox"/> 7	NINGUNO TRABAJA <input type="checkbox"/> 7
AMBULANTE	EMIGRACION	NO QUIRO SEGUIR CON PADRES	NO TRABAJA <input type="checkbox"/> 2	NO TRABAJA <input type="checkbox"/> 4	OTRO (INDIQUE)	NO TRABAJA <input type="checkbox"/> 2	OTRA EXPLIQUE <input type="checkbox"/> 3	NO TRABAJA <input type="checkbox"/> 4	ADULTO RESPONSABLE TRABAJA <input type="checkbox"/> 6	NUMERO DE QUERELLAS DENTRO DEL AÑO FISCAL <input type="checkbox"/> 3	NUMERO DE QUERELLAS DENTRO DEL AÑO FISCAL <input type="checkbox"/> 3
CON MADRE	EMIGRACION	NIÑO	PADERES	NO TRABAJA <input type="checkbox"/> 1	OTRO (INDIQUE)	CONtra NATURA <input type="checkbox"/> 9	EXPOSICIONES DESHONESTAS <input type="checkbox"/> 10	ABUSO DE CONFIANZA <input type="checkbox"/> 13	DAÑOS MALICIOSOS <input type="checkbox"/> 14	ATTAQUE PARA COMETER HOMICIDIO <input type="checkbox"/> 7	ATTAQUE PARA COMETER HOMICIDIO <input type="checkbox"/> 7
CON PADRE Y MADRASTRO	EMIGRACION	NIÑO	PADERES TRABAJA	MUERTE	OTRO (INDIQUE)	ROBO <input type="checkbox"/> 6	SEDUCCION <input type="checkbox"/> 11	HURTO <input type="checkbox"/> 17	HURTO DE USO <input type="checkbox"/> 18	ESCALAMIENTO <input type="checkbox"/> 15	ESCALAMIENTO <input type="checkbox"/> 15
CON PADRE	EMIGRACION	NIÑO	NO TRABAJA <input type="checkbox"/> 2	NO TRABAJA <input type="checkbox"/> 4	OTRO (INDIQUE)	EXPOSICIONES DESHONESTAS <input type="checkbox"/> 10	LEY DE SOLITA <input type="checkbox"/> 21	LEY DE BEBIDAS <input type="checkbox"/> 23	LEY DE BEBIDAS <input type="checkbox"/> 23	PORTAR ARMAS <input type="checkbox"/> 19	PORTAR ARMAS <input type="checkbox"/> 19
AMBULANTE	EMIGRACION	NIÑO	NO TRABAJA <input type="checkbox"/> 1	NO TRABAJA <input type="checkbox"/> 2	OTRO (INDIQUE)	DAÑOS MALICIOSOS <input type="checkbox"/> 14	LEYES SOBRE TRANSITO <input type="checkbox"/> 22	LEYES SOBRE TRANSITO <input type="checkbox"/> 22	LEYES SOBRE TRANSITO <input type="checkbox"/> 22	JUEGOS PROHIBIDOS <input type="checkbox"/> 24	JUEGOS PROHIBIDOS <input type="checkbox"/> 24

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CODIFICACION	CUSTODIA A OTRAS PERSONAS O INSTITUCIONES	CUSTODIA A SECRETARIO DE SALUD	OTRA (INDIQUE CUAL)	FECHA RESOLUCION	JUEZ		
				DEVUELTO AL HOGAR CON ADVERTENCIAS <input type="checkbox"/>	DEVUELTO AL HOGAR Y PUESTO A PRUEBA <input type="checkbox"/>	SUPERVISION POST CUSTODIA <input type="checkbox"/>	SUPERVISION PROTECTORA <input type="checkbox"/>

TARJETA DE RECORD						
DISTRITO O DIVISION						
APELLIDOS			NOMBRE		ALIAS O APODO	
FECHA DE NACIMIENTO Dia            Mes            Año			SITIO DE NACIMIENTO			
COLOR		DIRECCION				
DELITO	NUM. DEL INFORME DE		FECHA DEL DELITO			NUM. SERIE DEL DENUNCIANTE
	Arresto	Denuncia	Dia	Mes	Año	
	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	
	.....	.....	.....	.....	.....	

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## Appendix E

### AN ECOLOGICAL STUDY OF DROPOUTS, JUVENILE DELINQUENCY, AND SOCIOECONOMIC FACTORS IN SELECTED AREAS OF PUERTO RICO\*

(Preliminary and Incomplete)

#### Introduction

A great concern for the continuous increase in the number of dropouts and in juvenile delinquency rates is felt in most countries. This anxiety is being expressed in the daily press and reflected in popular magazines and other mass communication media. In the past decade or so, a renewed interest in delinquency and dropout studies has taken place and a number of efforts to describe and explain these phenomena have been made.

Schools--as well as other social institutions--perform a basic function in our social system. The school in particular is an agency of social control which contributes to the preservation and maintenance of a certain stability and order in the social system. Thus, the school should be a dynamic institution, with a responsibility in the socialization process of the individual. Also, in coordination with other agencies and social institutions, it has the responsibility of determining the nature, origin, and social implications of some of the fundamental problems of society, such as the dropout and juvenile delinquency problems.

\* By Mercedes Otero de Ramos.

The Problem

It is a fact that not all students who enroll in the educational system finish high school. Although it is true that school enrollment increases each year, it is also evident that dropout rates increase each year, with most dropouts from school occurring at the secondary level.

The Statistics Division of the Department of Education provides data regarding the dropout problem in Puerto Rico. Between 1960 and 1964 (the period covered by this study), about 5,200 students dropped out of high school annually, representing 7.5 percent of the total enrollment at this school level. At the intermediate level, the statistics reveal that urban junior high schools show the lowest rate of dropouts during this four-year period, fluctuating between 3.8 percent in 1961-62 and 4.5 percent in 1962-63, while the dropout rates for rural junior high schools increased from 6.7 percent to 7.2 percent (with the exception of 1963-64, which had a dropout rate of 6.1 percent). Thus, the statistics show that during the last 5 years there were, on the average, about 11,500 dropouts annually at the secondary level, or from 5 to 6 percent of the total enrollment at this level.

Examination of the statistics obtained from the Annual Reports of the Director of the Administrative Courts of Puerto Rico gives a general picture of the juvenile delinquents brought to the

consideration of the Juvenile Courts for disposition. During 1960-61, only 2,827 juvenile delinquency complaints were settled, but by 1963-64 a total of 7,033 delinquents offenses were settled, an increase of almost 150 percent over the three-year period. The Annual Reports also reveal that 1,987 delinquents were not attending school during 1960-61, while the figure for 1963-64 rose to 2,398, an increase of only 20 percent for the period, considerably lower than the rise in delinquency.

Purpose of the Study

The basic purpose of the present study is to analyze the relationship between school dropouts, juvenile delinquency, and some socioeconomic characteristics of school districts. Specifically, the first part of the study will be concerned with the ecological distribution of dropouts and juvenile delinquency rates by school districts for the years 1962-63 and 1963-64. During the last four decades, sociologists have been interested in the application of different ecological views to help explain some of the problems of social deviation, one of which is delinquency. Park and Burgess applied this ecological frame of reference in a study in Chicago in 1920. Other studies by Shaw and others were done later, also applying the ecological frame of reference to the problem of delinquency and the population growth of cities. No single approach should be regarded as leading to the most accurate characterization,

for all have their value in filling out the picture of the juvenile delinquent or dropout. Although the ecological framework has its limitations in explaining delinquency phenomena, we believe it to be very useful for our analysis at this stage.

The second part of the study will include a comparative analysis of dropouts vs. non-dropouts and juvenile delinquents vs. nondelinquents. Emphasis will be given to individual attitudes, personality differences, and educational and family background, using a socio-psychological framework.

#### Methodology

Data for the dropouts were collected by the Department of Education on forms sent to the Superintendent of each school district to be filled in by the teachers at the secondary level (grades 7-12). The form called for the following information: for the school - name, location, and grades taught; for the dropout - sex, residential address, grade in which the student dropped out, and causes for dropping out. The forms were transferred to the Education Research Center for coding, processing, and analysis.

The information regarding juvenile delinquency was supplied by the Social Services Department of the Superior Tribunal, which had considerable data on minors charged at the juvenile courts of Puerto Rico already punched on I.B.M. cards. These data were classified according to court district, sex, age, previous

delinquent history, type of offense, birthplace, place of residence, family relationships, school training, and decision of the court. Since many of the cards for 1960-62 were missing, the data for 1962-64 were used in the present study. It was further decided to use only the first offense for any individuals having more than one disposition during the period. Further adjustments were necessary to make both sets of data--dropout and delinquency--comparable from the point of view of time, and the calendar year was used.

The data on the socioeconomic characteristics was taken from a comparative study of the Level of Living of the Municipalities, done by the Planning Board. The statistics used in their study were obtained from the Population and Housing Census of 1960, the Administration of Economic Development, the Office of the Federal Social Security, the Bureau of Health and Welfare, the Division of Social Analysis of the Planning Board, and other sources.

### Hypotheses

#### General

1. Differences in dropout and juvenile delinquency rates will vary with the school regions in the Island, reflecting differences in community background and socioeconomic characteristics.
2. Delinquent behavior is related dynamically to the community;

and, because of the anonymity of urban life, it is expected that the more heterogeneous and industrialized areas will be characterized by higher rates of juvenile delinquency and dropouts.

Specific - Juvenile Delinquency

3. Delinquency rates will be more characteristic and prevalent among boys than among girls.
4. Delinquency will tend to be a phenomenon more characteristic of late adolescence (13 to 18 years of age).
5. Delinquents will tend to be out of school (rather than attending school) at the time of their delinquent acts.
6. Adolescents living outside the parental home will more likely be engaged in acts of delinquency than those living with their parents.
7. The need for prestige and other culturally-valued possessions will be a strong motivating force leading to stealing rather than other types of delinquent behavior.

Specific - Dropouts

8. There will be no sex differences among the students who drop out of school at the secondary level.
9. The dropout rate at the secondary level will be higher for students from the rural areas than for those from the urban areas.

10. Dropout rates will tend to concentrate in the 7th and 10th grades, since a great number of students arm themselves with at least a diploma in order to work at different jobs according to their limited preparation.
11. Dropout rates will vary with school level; i.e., there will be a higher dropout concentration in junior high school than in high school.
12. Reasons for dropping out will not tend to vary according sex, residence, and grade.

Definitions of Terms

**Dropout:** A student who dropped out from grades 7-12 of the public schools of Puerto Rico during the calendar school year for any reason except death or transfer to another school.

Generally, the dropouts are between 13 and 18 years of age.

**School level:** Intermediate level, or junior high school, includes grades 7-9, inclusive; superior, or high school level, includes grades 10-12, inclusive.

**Juvenile delinquency:** As defined by Law No. 97 of June 23, 1955, that states:

1. Any child:
  - (a) Whose parents or other persons legally responsible for his care and support, being able to do so, have willfully or negligently failed to provide the care, education, or protection prescribed by law for his welfare.

- (b) Who is deemed incorrigible and whose parents, caretakers, or teachers are unable to control him, thus jeopardizing his own or the community's welfare.
- (c) Who violates or has attempted to violate any commonwealth law or municipal ordinance.

Socioeconomic characteristics: The following characteristics will be included (1960).

1. Distribution by municipalities according to income per capita; families with high and low income; employment in industries; families which own automobiles, refrigerators, television; and families receiving health and welfare aid.
2. Net adjusted income per capita, by municipalities.
3. Children 18 years or less receiving health and welfare aid in relation to the total population in those ages by municipalities.
4. Total school enrollment as percentages of the total population of children 5 to 19 years of age (refers only to those who live in the municipality).
5. Secondary school enrollment as percentages of the population of children 15 to 19 years of age.

Preliminary Findings for the Year 1962-63

Although the analysis of the juvenile delinquency data is incomplete, some highlights will be presented here.

Table 1

DISTRIBUTION OF DELINQUENTS BY SCHOOL REGIONS

<u>School Region</u>	<u>No. of Delinquents</u>	<u>Percents of Total</u>
San Juan	1,337	33.2%
Ponce	902	22.4
Mayaguez	742	18.4
Arecibo	431	10.6
Caguas	312	7.8
Humacao	305	7.6
<hr/>		
Puerto Rico	4,029	100.0%

The data in Table 1 show that the highest percentages of juvenile delinquency are found in the two largest metropolitan areas of Puerto Rico. One-third of all juvenile delinquents (33.2 percent) are found in the San Juan school region, and about one-fourth (22.4 percent) of all delinquents are in the Ponce school region. Caguas and Humacao have the lowest figures, 7.8 percent and 7.6 percent, respectively.

A comparison of delinquency rates (per thousand) for the 8-to-18-year population and the percentages of those not attending school are presented in Table 2.

Table 2

COMPARISON OF DELINQUENCY RATES AND SCHOOLING  
BY SCHOOL REGIONS: 1962-63

<u>School Region<sup>1</sup></u>	<u>No. of Delinquents</u>	<u>Total Population: 8-18 Years</u>	<u>Delinquency Rates per Thousand Population: 8-18 Years</u>	<u>Percentages Not Attending School</u>
Ponce	902	120,104	7.51	69.2%
San Juan	1,337	190,810	7.01	61.2
Mayaguez	742	107,988	6.87	68.1
Subtotal	<u>2,981</u>	<u>418,902</u>	(7.12)	(65.3%)
Humacao	305	72,766	4.19	66.9
Arecibo	431	104,328	4.13	65.7
Caguas	312	87,105	3.58	65.0
Subtotal	<u>1,048</u>	<u>264,199</u>	(3.97)	(65.8%)
Puerto Rico	<u>4,029</u>	<u>683,101</u>	<u>5.90</u>	<u>65.5%</u>

<sup>1</sup>] Ranked according to delinquency rate.

The data above indicate that the larger metropolitan areas of Ponce, San Juan, and Mayaguez have higher rates of juvenile delinquency, while the more homogeneous and smaller regions had rates below the Island average, thus supporting the hypothesis that the more heterogeneous and industrialized areas will be characterized by higher rates of juvenile delinquency. (Hypotheses 1 and 2.)

Although there are no significant differences in the percentages of dropouts for the various school regions, nevertheless, it is important to note that two-thirds of all juvenile delinquents were not attending school. (Hypothesis 5.)

Table 3 presents other pertinent data regarding juvenile delinquents.

Table 3  
OTHER DESCRIPTIVE DATA FOR JUVENILE DELINQUENTS: 1962-63

<u>School Region</u>	<u>Percentages of Delinquents Residing in Urban Areas</u>	<u>Percentages of Male Delinquents</u>	<u>Percentages of Delinquents Living with:</u>		
			<u>Both Parents</u>	<u>One Parent</u>	<u>Others</u>
San Juan	86.1%	90.5%	48.2%	24.2%	27.5%
Ponce	74.4	87.5	41.0	23.7	35.3
Mayaguez	50.7	88.5	45.8	23.8	30.3
Subtotal	(72.0%)	(88.7%)	(44.4%)	(23.9%)	(31.7%)
Humacao	53.1%	87.5%	37.8%	28.5%	33.7%
Arecibo	35.5	88.6	49.2	27.8	22.9
Caguas	58.0	91.6	45.5	24.6	29.8
Subtotal	(47.3%)	(89.2%)	(44.8%)	(27.1%)	(28.1%)
Puerto Rico	65.6%	88.8%	44.5%	24.7%	30.8%

From the above, it can be seen that in five out of six school regions, more than half of all delinquents were urbanites, and overall almost two-thirds of all delinquents resided in urban areas at the time of their arrests. Thus, it would appear that juvenile delinquency is a social phenomenon more characteristic of urban society than of rural society. As is to be expected, juvenile delinquency is more prevalent among boys than among girls, with each of the six school regions reporting figures for male delinquents of 87.5 percent or higher. (Hypothesis 3.) Contrary to expectations (Hypothesis 6), about 45 percent of all delinquents were living with both parents at the time that the delinquent act was committed,

and almost 25 percent of all delinquents were living with one of their parents. The data seem to reject the assumption that the presence of both parents (or at least one parent) tends to exert social control upon the behavior of individual members of the family.

Type of Offense

From Table 4, it is seen that stealing was the most typical offense among juvenile delinquents in all six school regions, occurring in 40.6 percent of the complaints (see Hypothesis 7), with violence and aggression accounting for about 13 percent.

Relationship of Age and Delinquency

From Table 5 it can be seen that a positive relationship exists between age and delinquency and school nonattendance. However, it is apparent that the school dropout rates rose even faster than the delinquency rates for the several age groups since the percentage of delinquents not attending school jumped from 43.8 percent for those below 13 years of age, to 59.9 percent for the 13-to-16-year age group, and to 76.2 percent for those 16 and 17 years of age. (See Hypotheses 4 and 5.)

Table 4

DISTRIBUTION OF JUVENILE DELINQUENTS BY SCHOOL REGION  
AND TYPE OF OFFENSE: 1962-63

No. of Delinquents Convicted of:

School <u>Region</u>	Violence and <u>Aggression</u>			Incorrige- <u>ability</u>	All Other <u>Offenses</u>	<u>Total</u>
	<u>Stealing</u>					
San Juan	578	167		122	470	1,337
Ponce	337	93		153	319	902
Mayaguez	273	104		93	272	742
Arecibo	173	74		38	146	431
Humacao	133	53		30	89	305
Caguas	141	49		31	91	312
 Puerto Rico	 1,635	 540		 467	 1,387	 4,029

Distribution of Convictions for:

School <u>Region</u>	Violence and <u>Aggression</u>			Incorrige- <u>ability</u>	All Other <u>Offenses</u>	<u>Total</u>
	<u>Stealing</u>					
San Juan	43.2%	12.5%		9.1%	35.2%	100.0%
Ponce	37.3	10.3		17.0	35.4	100.0
Mayaguez	36.8	14.0		12.5	36.7	100.0
Arecibo	40.1	17.2		8.8	33.9	100.0
Humacao	43.6	17.4		9.8	29.2	100.0
Caguas	45.2	15.7		9.9	29.2	100.0
 Puerto Rico	 40.6%	 13.4%		 11.6%	 34.4%	 100.0%

Table 5

DISTRIBUTION OF DELINQUENTS BY SCHOOL REGION,  
AGE, AND SCHOOL ATTENDANCE: 1962-63

<u>School Region</u>	<u>No. of Delinquents</u>			<u>Total</u>
	<u>Less than 13 Years of Age</u>	<u>13 to 16 Years of Age</u>	<u>16 to 18 Years of Age</u>	
San Juan	155	544	638	1,337
Ponce	121	382	399	902
Mayaguez	103	304	335	742
Arecibo	62	168	201	431
Caguas	42	111	159	312
Humacao	35	114	156	305
Puerto Rico	518	1,623	1,888	4,029

Percentages of Respective Age Group Not Attending School

<u>School Region</u>	<u>Less than 13 Years of Age</u>	<u>13 to 16 Years of Age</u>	<u>16 to 18 Years of Age</u>	<u>Total</u>
San Juan	47.1%	55.7%	69.3%	61.2%
Ponce	47.1	62.8	82.0	69.2
Mayaguez	40.8	65.1	79.4	68.1
Arecibo	35.5	57.7	81.6	65.7
Caguas	42.9	54.0	78.6	65.0
Humacao	42.9	64.9	73.7	66.9
Puerto Rico	43.8%	59.9%	76.2 %	65.5%

## **Appendix F**

### **A COMPARATIVE STUDY OF NARCOTIC ADDICTION AND ANTISOCIAL BEHAVIOR IN A GROUP OF PUERTO RICAN JUVENILES**

**(In Progress)**

#### **Purpose of the Study**

The current study was begun in September 1965. Its main purpose is to determine if, among the drug addict population of Puerto Rico, the personality structure is affected by the existential void and pattern of defeat (retreatist) that appear to be prevalent in North American metropolitan areas.

It is hoped that the findings of such a study will help to determine an adequate focus for the prevention and treatment of drug addiction among the juveniles in Puerto Rico.

#### **Sampling**

The sample (40 addicts and 40 nonaddicts) was selected from the Psychiatric Hospital's Drug Addiction Day Treatment Center and Diagnostic Clinic at Rio Piedras, Puerto Rico.

The 40 addicts are receiving treatment for their addiction, and include:

1. subjects who have committed crimes (such as robbery or larceny) - without being apprehended - to support the high cost of drugs, and who, having heard of the therapy treatment given at the Community Orientation

Clinics, decided to receive treatment at the Psychiatric Hospital's Center;

2. subjects who are under the supervision of Probation Officers and thus are oriented toward receiving treatment and finding a job in order to have their probations dismissed;
3. subjects who are induced to attend the clinic under family pressure or whose relatives have turned them in to the police;
4. subjects who come voluntarily to receive treatment from fear (that they might die as a result of an overdose, suffer from tuberculosis or hepatitis, be arrested and sentenced); and
5. subjects (6 out of the 40) who are interned at the Institution for Young Delinquents at Miramar, where they receive therapy.

The nonaddict group is composed of subjects exhibiting personality problems and antisocial behavior who have been referred to the clinic by school personnel or relatives in order to prevent their becoming delinquent or addicted to drugs.

### Progress of the Study

As of August 1, 1966, the following clinical tests have been administered:

1. Wechsler (WAIS or WISC);
2. Rorschach;
3. Bender-Gestalt;
4. Buss Durkee; and
5. Draw-a-Person Projective.

Each subject has received a medical examination and was examined by a psychiatrist; and a social history was completed for each individual.